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ABSTRACT

During the 1974-75 school year, the Owensboro-Daviess County middle and high schools engaged in developing an exemplary program in human relationships and occupational competencies. The purpose of the program was to provide classroom instruction and exploration-placement activities that would enable the student to gain knowledge about himself in relationship to his personal worth, relationship to others, his attitudes, interests, capabilities, and to use this self-knowledge in making occupational decisions. The program involved simulated activities, work experiences, classroom instruction in job acquisition skills, and classroom experiences in clarifying values, identifying interests and abilities, and in developing goal-setting and decision-making skills. A teaching resource guide and student handbook are appended to the project report. The teaching guide is a compilation of learning activities engaged in during the project year. The materials were selected and developed by the teachers to meet the students' needs in occupational competencies through exploration experiences both within the schools and within the community. (Author/NJ)

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ED115968

# FINAL REPORT

FOR

# INNOVATIVE PROGRAM FOR ACHIEVING THE GOALS OF EDUCATION IN HUMAN RELATIONSHIPS AND OCCUPATIONAL COMPETENCIES

(Grades 7-12)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The Owensboro-Daviess County
School Systems

gust 15, 1974-June 30, 1975

Book 1 of 3
CE005864

# FINAL REPORT

August 15, 1974 - June 30, 1975

| | |
|---|---|
| Project Number: | C00883-01 |
| Fiscal Number: | 4409 |
| Title of Project: | Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competencies (Grades 7-12) |
| Project Director: | Vandalyn L. Hooks<br>Director of Exemplary Program<br>1622 Southeastern Parkway<br>Owensboro, Kentucky 42301<br>Phone: 502-685-3161<br>502-685-2981 |
| Local Educational Agencies: | Daviess County School System<br>1622 Southeastern Parkway<br>Owensboro, Kentucky 42301<br><br>Owensboro Independent Schools<br>1335 Hickman Avenue<br>Owensboro, Kentucky 42301 |
| Date Submitted: | June 30, 1975 |

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VT 102371 - Book 1

OWENSBORO PUBLIC SCHOOLS
1335 WEST ELEVENTH STREET
PHONE (502)685-2081
OWENSBORO, KENTUCKY 42301
P. O. BOX 746

OFFICE OF THE SUPERINTENDENT

June 30, 1975

Mr. Lou Perry
Coordinator of Exemplary Programs
Bureau of Vocational Education
Frankfort, Kentucky 64001

Dear Mr. Perry:

Enclosed in this final report are the findings and the activities that we have engaged in during the 1974-75 school year in the Owensboro-Daviess County School Systems.

We express our thanks to you, to the Kentucky State Department of Education, and especially the Bureau of Vocational Education for the support we have received in the development of our exemplary program in human relationships and occupational competencies through exploration and placement.

Sincerely,

Fred T Burns

Mr. Fred T. Burns, Superintendent
Daviess County Schools

Jas C Hilliard

Dr. James C. Hilliard, Superintendent
Owensboro Independent Schools

Vandalyn L. Hooks

Vandalyn L. Hooks
Director of Exemplary Program

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# ACKNOWLEDGEMENTS

We would like to express our thanks to Mr. Fred T. Burns and Dr. James C. Hilliard, our Superintendents, for their endorsement and support of the programs this year. Also, we are appreciative to the middle school - high school principals who have been so cooperative in their willingness to work with the exemplary career oriented programs this year. Without their cooperation none of these endeavors would have been possible.

A special thanks goes to the enthusiastic teachers and counselors within our schools who have given so much of themselves. It was the teachers who supplied the ideas and developed the programs that involved the students in career exploration activities. As with any program, no changes in education are possible without the endorsement of a corps of teachers.

Special appreciation is expressed to the business-industrial community and the services agencies who have cooperated with the teachers in providing exploration placements. We have found the Owensboro-Daviess County community very cooperative in their endeavors to assist our students in developing occupational competencies.

Also we want to express our appreciation to the secretaries that have typed our materials and to our printers and collators for their thoroughness in the production and duplication of the materials for the program.

## REPORT SUMMARY

### I. Description of the Problem

The Owensboro-Daviess County middle and high schools have engaged in developing an exemplary program in human relationships and occupational competencies this school year. The purpose of the program was to provide classroom instruction and exploration-placement activities that would enable students to gain knowledge about himself in relationship to his personal worth, relationship to others, his attitudes, interests, capabilities and use this self knowledge in making occupational decisions. The program was aimed at attempting to help the student bridge the gap between school and work, and between studying and experience. Part of the efforts were directed toward helping the student in his personal relationships, while also utilizing the community as a school laboratory. The experienced based programs involved a close working relationship between the students, the teachers, the parents and the business-industrial community.

### II. Scope of The Program

A variety of adults, with diverse backgrounds and experiences, served as exploration instructors and/or models sharing their time, skills and knowledge with the students. In the middle schools, because of the age of the students, most exploration experiences were of a simulated nature; however, one group of middle school students were involved in off-campus explorations three days per week for six weeks.

On the high school level approximately two hundred fifty students were involved in explorations related to their subject matter for periods ranging from one day to a total grading period. Two of the high schools provided placement information of local work force job openings for graduating seniors and students with special needs.

III. Objectives

A. Provide exploration placement in short term work experiences related to subject matter taught.

B. Provide student explorations for students based on his/her personal career interest.

C. Provide placement functions for students seeking part-time and full-time work after graduation.

D. Provide classroom instruction in fundamental skills of job acquisition.

E. Conduct a follow-up study of 1973-74 seniors.

F. Provide classroom experiences that would enable the students to clarify their values; identify their interests and abilities; and develop goal-setting and decision-making skills.

IV. Methods Used

Early in the school year the project director met with the principals in each of the middle schools and high schools in the Owensboro-Daviess County School Systems. The purposes and objectives of the program were identified. The principals selected key teachers and counselors within the buildings who would be interested in attending workshops to obtain the training in human relationships; also these persons were asked to serve as building coordinators. From workshop activities, the teachers served as consultants and trainers in a two system workshop and conducted in-service programs within their respective buildings. All teachers were invited to submit mini-proposals for action learning exploration activities for their subject matter classes. Funds were made available to these teachers to enable them to achieve the goals of student placement in exploration activities.

The Owensboro-Daviess County Chamber of Commerce assisted the project director in a survey of full-time, part-time job openings in the immediate area. The first objective of this survey was to find placements for graduating seniors seeking employment after graduation. This information was then given the counselors in each high school.

## V. Results Obtained

The results obtained were more far reaching than had been anticipated. All nine schools, (five middle schools and four high schools) had a minimum of two persons who were involved in human-relationship activities. Three of the five middle schools had a minimum of two simulated-exploration classes in their buildings and one middle school had student explorations in two child care centers. All four high schools had career exploration activities. Some of these explorations were during the regularly scheduled classes, others were scheduled as after school volunteer activities. The students were involved from a minimum of one day, to twenty volunteer hours, to a full nine week period. Over two-hundred fifty students, not involved in vocational coop classes were involved in part-time work experience programs this year.

Approximately fifty job openings were found for graduating seniors. Through the efforts of the guidance counselors, each of these positions were filled by 1975 graduates.

## VI. Significance and Implications

Our experiences indicate that young persons need both activities directed toward self-development and useful explorations into the world of work. Neglect in self-development results in unhappy, unproductive, and unskilled workers. Neglect of the second leads to a frustration of the creative and constructive drives of the youth. By consciously planning for career exploration activities many youth have been able to make more realistic decisions concerning their education and career goals, as well as opportunities of service that they can fill within the community. Parents have been appreciative and cooperative, teachers were willing to serve, and the business-industrial community has been responsive to these needs.

The implications of these findings are: 1) it takes additional time and involvement on the part of teachers, 2) it takes additional funds for providing transportation of students, 3) it takes funds for teachers for the time involved in community placement activities, 4) for many teachers it is a rewriting and a replanning of their curriculum materials.

Another significance of the projects this year has been the number of contacts and the number of occupational options that students have had. All explorations have attempted to involve the students in their own evaluation of the experiences.

## VII. Recommendations

The full development of exploration placement activities have only just begun. The resources of the community, available for use by the schools, has barely been tapped. The full development of these types of learning experiences needs to be endorsed by our Kentucky Education Departments. Funding for jobs with public agencies and service projects needs to be established for all youth, not just the disadvantaged. More closer working relationships must be developed between the labor unions and the educational community. More flexible scheduling of students' classes should be encouraged. Creative, interested teachers should be encouraged to look for all options that would help the students to grow in self-development and make wiser choices in their career aspirations.

## INTRODUCTION

The Owensboro-Daviess County School Systems submitted the proposal for Innovative Programs for Achieving the Goals in Human Relationships and Occupational Competencies to the Superintendent of Vocational Education, Kentucky State Department of Education during the summer of 1974. The project was funded by EPDA Funds for the attainment of the goals in human relationships and from Exemplary Funds, Part D, for achieving the goals in Occupational competencies. The project became operational in September 1974, approximately two weeks before the EPDA funding ceased. The Final Report for EPDA Funds was submitted October 15, 1974. Despite the short duration of these funds, the objectives of the proposal were implemented and have continued to be an integral part of our activities for the year. The implementation of the program for innovative programs for achieving the goals of occupational competencies were not implemented until January of the current year. The total amount of funding for the project was $35,395.00 with EPDA providing $11,091.00, and Exemplary Funds, Part D, providing $24,304.00. Of the $11,091.00 provided by EPDA over one-third was lost due to the shortness of the time period that the funds could be utilized.

## NEED FOR THE PROGRAM

During the past three years, administrators and teachers have become more cognizant of the need for programs that would more affectively enable the students to grow in self-development and occupational competencies. Among the most pressing problems facing our secondary schools was the widening gap between the learnings and activities of the classroom and the real world that the students would shortly enter.

Our educators realized that for students to achieve the goal of occupational competency, then more must be done than the mere presentation of vocational information. Some ways must be found for the students to experience the real world, and process these experiences into a personal awareness of themselves and their educational and career goals.

## GOALS AND OBJECTIVES

The broad goals of the program as stated in the proposal are as follows:

1. Provide exploration placement in short term work experiences related to subject matter taught.
2. Provide student explorations for students based on his/her personal career interest.
3. Provide placement functions for students seeking part-time and full-time work after graduation.
4. Provide classroom instruction in fundamental skills of job acquisition.
5. Conduct a follow-up study of 1973-74 seniors.
6. Provide classroom experiences that would enable the students to clarify their values; identify their interests and abilities; and develop goal-setting and decision-making skills.

During the initial planning stages, the project director, the principals and the teachers identified other objectives under the broader frame work of the over-all goals of the project. These objectives were for the students to be involved in both work and service explorations, and not just explorations for job and career seeking. It was felt that work explorations, community service involvements and personal contacts into the resources of the community would provide opportunities for personal growth through involvement. Also they would provide opportunities for the student to formulate new understanding about themselves. Some of the emerging objectives were:

1. Provide experiences with the resources of the community that would allow the student to feel the responsibility of a job to be done, the competence of assuming a task and completing an investigation, working in service projects, and simply providing interaction with the adult work milieu.
2. To acquaint students with the basic human needs and a broad sense of the community, through activities in service projects, consumer economic problems and other identifiable community-laboratory learning endeavors.
3. To give students a broader understanding of the world of work, its rewards and shortcomings, what they can expect from it, and what it will demand of them.

## IMPLEMENTATION OF THE PROGRAM

The Owensboro-Daviess County School Systems began with developing competencies in teachers to work with the human relationships, self-concept development in the following ways:

1. Administrators identified building coordinator (two for each middle-high school in the districts). The building coordinators functions were to be trained to assist the director of the project in the selection and administration of pre-self concept test, collection and tabulation of self-concept data, writing of student objectives, and the training of other teachers in their respective buildings in self-concept development techniques.
2. Workshop training for thirty professional personnel (building coordinators) in a two day Self Motivation Seminar was conducted on September 27-28, 1974. The Self-Motivation Seminars were conducted by Bob Rouff, Regional Supervisor in the Regional Educational Development Office, Paducah, Kentucky; Bruce Lott, Title III, Western Kentucky University, Bowling Green, Kentucky; Jack Neal, Title III, Western Kentucky University, Bowling Green, Kentucky.
3. Two hour workshops continued for these teachers for four afternoons throughout the month of October. These workshops provided practical experiences in teacher techniques for human relationship involvement.
4. November 4-5, these building coordinators conducted a systems-wide in-service, and served as consultants in small group learning activities for approximately fifty other teachers in the two systems.
5. Throughout the year the building coordinators conducted in-service programs on their buildings.

6. By using the Instructional Objectives Exchange self-appraisal test, these building coordinators attempted to measure the affective change of students in their classrooms involved in human relations activities. The results of this investigation were not significant.

7. The building coordinators spent considerable time in the development of a teachers handbook for ideas for personal growth. This publication is titled Classroom Strategies for Personal Growth and is enclosed with this report.

The Owensboro-Daviess County School Systems began their programs in occupation competencies through exploration placement January of 1975.

The goals of the project were outlined to the principals, who then presented the program to the teachers in their buildings. Teachers were invited to write mini-proposals identifying the feasible ways that they felt the students could be involved in simulated and exploration activities. Three of the five middle schools participated, and all four of the high schools participated in the exploration-placement phase of the program.

Approximately fifty teachers and counselors have been actively involved in the attainment of the goals of the project this year. There has been no pressure exerted, the teachers' involvement was based on their felt need for the program. The project director, and the school administrators have sought quality in the programs implemented, and not mere numbers.

The evaluations of the students involved and the business-industrial community, and the service agencies have all been positive. The Student

Exploration Workbook, developed as an outgrowth of the exploration programs, includes the types of evaluation instruments and teachers used. Eighty percent of the exploration experiences related to classroom instruction had a visible product from the student experiences. These included surveys related to subject matter, career handbooks of careers investigated, daily logs of work responsibilities, methods of supervision, etc. The evaluations of the teachers have been positive, most have indicated that the experiences were learning experiences for themselves and for the students. All teachers involved have indicated that the action-learning activities have shown positive attitudinal changes in the students.

The only aspect of the proposal that was not positive in any significant way was the survey of 1974 graduating students. In March of 1975 the project director randomly selected one hundred 1974 seniors from each of the three high schools. A senior survey was mailed to these students. There was less than six percent return of the survey instrument. No second contact was made because of the time available for this project.

BRIEF DESCRIPTION OF EXPLORATION PROGRAMS

TABLE 1

WORK EXPERIENCE (NO RELATED CLASSROOM INSTRUCTION - WORK POSITIONS PROVIDED WITHIN THE SCHOOL SETTING.)

| School(s) | Enrollment | Grade | Hours Per Week | Credit | Pay |
|---|---|---|---|---|---|
| Burns Middle School | 66 | 7-8 | 3 | No | No |
| Daviess Co. Middle School | 28 | 7-8 | 3 | No | No |
| Apollo High School | 76 | 10-12 | 5 | No | Yes |
| Daviess Co. High School | 15 | 9-12 | 2 | No | No |

TABLE 2

WORK EXPERIENCE (WITH RELATED CLASSROOM INSTRUCTION - WORK EXPERIENCE PROVIDED WITHIN THE COMMUNITY.)

| School(s) | Enrollment | Grade | Hours Per Week | Credit | Pay |
|---|---|---|---|---|---|
| Owensboro High School | 24 | 9-10 | 4 | Yes | No |
| Foust Middle School | 25 | 8 | 4 | Yes | $.50/hr |
| Daviess Co. High School | 50 (2 classes) | 9-10 | 5 | Yes | No |
| Apollo High School | 60 (3 classes) | 12 | 4 | 1/2 | No |

TABLE 3

WORK EXPERIENCE (NO RELATED CLASSROOM INSTRUCTION, BUT FACULTY ADVISEMENT AND EVALUATION. STUDENTS WORK PART-TIME AND ATTEND SCHOOL PART-TIME.)

| School(s) | Enrollment | Grade | Hours Per Week | Credit | Pay |
|---|---|---|---|---|---|
| Owensboro High School | 250 | 12 | 20 | No | Yes |
| Apollo High School | 75 | 12 | 20 | No | Yes |

TABLE 4

STUDENT EXPLORATIONS (WITH RELATED CLASSROOM INSTRUCTION.)

| School(s) and Name of Exploration | Enrollment | Grade | Time Spent Away From School |
|---|---|---|---|
| Daviess County High | | | |
| 1. Consumer Investigation | 22 | 11-12 | 2 days |
| 2. Law Enforcement Problem and Procedures | 32 | 11-12 | 40 hours |

TABLE 4 (Cont'd.)

| STUDENT EXPLORATIONS (WITH RELATED CLASSROOM INSTRUCTION.) | | | |
|---|---|---|---|
| School(s) and Name of Exploration | Enrollment | Grade | Time Spent Away From School |
| **Daviess County High** (Cont'd.) | | | |
| 3. Government (City-County) | 28 | 12 | 20 hours |
| 4. Agriculture Mini Projects | 22 | 11-12 | 3 days |
| 5. Industrial Arts | | | |
| Manufacturing | 18 | 9-10 | 5 days |
| Construction | 20 | 9-10 | 10 days |
| 6. Business and Professional Careers | 60 | 11-12 | 4 days |
| 7. College Career Majors (Class for Gifted Children) | 22 | 11-12 | 1 day |
| **Apollo High School** | | | |
| 1. Student Request for Exploration | 92 | 9 | 1 day |
| 2. Senior Investigation | 22 | 12 | 3 days per wk.<br>2 hrs. per day |
| 3. Communications and Media | 24 | 10-11 | 2 days per wk. |
| **Owensboro High School** | | | |
| 1. Communications and Media | 29 | 9-12 | 2 days |
| 2. Career Exploration and Planning | 110 | 9-10 | 20 hours |
| **Burns Middle School** | | | |
| 1. Business and Banking | 60 | 6 | 1/2 day |
| 2. Food Services | 60 | 6 | 2 days |
| 3. Health Careers | 38 | 7 | 1 day |
| 4. Small Businesses | 60 | 6 | 2 days |
| **Foust Middle School** | | | |
| 1. Banking | 210 | 7 | 1 day |
| 2. Child Care | 40 | 8 | 2 periods/sem. |
| 3. Retailing and Merchandise | 38 | 7 | 2 periods/sem. |
| **Daviess County Middle School** | | | |
| 1. Child Care | 22 | 8 | 2 periods/sem. |

TABLE 5

COMMUNITY OR SCHOOL SERVICE PROGRAMS (WITH RELATED CLASSROOM INSTRUCTION.)

| School(s) | Enrollment | Grade | Hours Per Week | Credit | Pay |
|---|---|---|---|---|---|
| Apollo High School | | | | | |
| 1. Elementary School Tutoring | 15 | 11 | 2 hrs./week | No | No |
| 2. Art for Elementary | 12 | 12 | 2 hrs./week | No | No |
| Owensboro High School | | | | | |
| 1. Student Volunteers | 24 | 9-10 | 4 hrs./week | No | No |
| 2. Art for Elementary | 16 | 10 | 5 | Yes | No |

Each of the exploration programs identified in this section were developed by the teacher. Specific objectives were written for each endeavor. Most of the students involved had specific duties in data collection. Class discussions, and student, teacher and community resource persons were involved in the evaluations. Over two-hundred businesses and service agencies were involved in the student explorations where no pay was received. Approximately twenty-five percent of these explorations were with service agencies. However, these are some times the most difficult positions to secure. Most personnel in the Department of Human Resources, the Green River Comprehensive Care Center, the Child Development Center, and the Owensboro Police Department had college students working in their agencies for practical experiences and were afraid a high school student might not be able to handle the responsibilities. After accepting the students this year, the teachers indicated that they felt it would be easier to place students in explorations next year.

The following are beief examples of student explorations that were planned by the teachers.

APOLLO HIGH SCHOOL - TEACHER: Sheila Sanders

COMMUNITY INVOLVEMENT
(This exploration is found under Table 4.)

Objectives: Students will be given an opportunity to do service work in the community and at the same time earn one credit in Social Studies.

Student's Role: Students do action volunteer work three days a week; Monday, Wednesday and Friday. Tuesday is reserved for in-class discussion of their work and achievements. Thursdays students update their activity notebooks. They are required to keep a record, in their class notebook of each working day's activities.

Teacher's Role: To help coordinate activities and placement of students, get involved with students in class discussions. Monday, Wednesday and Friday afternoons, teacher is to alternate visits between service organizations involved.

Activities: Students will look for differences between their past experiences and present involvement (reduce isolation of experiences). Students will transmit this to the teacher in an activity notebook, explaining the activities involved in as well as personal thoughts and impressions.

Students will orally communicate to the teachers and other students what they have learned during our Tuesday class discussion. This will allow a chance for new view points and discussion. By doing this, the rest of the class can become involved and learn from what one student actually experiences.

Students will become aware of the service organizations available in their community. They will become acquainted with the type of service provided by each and the proper approach to each.

| SERVICE ORGANIZATIONS | NO. OF STUDENTS |
|---|---|
| Apollo High School (Dropout Study and Survey) | 3 |
| Daviess County Hospital - planning play program | 2 |
| Florence Henderson's Girl's Club - planning afternoon learning activities | 2 |
| Human Resource Office - working with social workers | 3 |
| Child Development Center - tutor children | 3 |
| Owensboro Police Department - working with crime lab | 1 |
| Opportunity Center - teaching, working in shop and working with board | 2 |
| Rest Homes (Parkview - Monday; Davco - Wednesday; Fern Terrace - Friday) - planning afternoon recreation activities | 3 |
| Senior Citizens Center - various activities | 1 |
| Spastic School - plan music class and work with depressed students | 2 |

| SERVICE ORGANIZATIONS (Cont'd.) | NO. OF STUDENTS |
|---|---|
| State Division of Probation and Parole - learn files, procedures used, interviewing skills and visit prisions | 2 |

OWENSBORO HIGH SCHOOL - TEACHER - Judy Fulkerson

### COMMUNITY INVOLVEMENT

(This exploration is found under Table 4.)

Aim of Program: This program was conducted on a nine week experimental basis in a Career Education Class offered to 9th and 10th graders. With cooperation of a major business firm in the community, three teachers contacted twenty-four companies, private agencies, and public services and asked them to open their doors to students for observation, actual work experience, and volunteer service in rest homes, hospitals and the Spastics' Home. It was hoped this contact would help students realize they could provide valuable and needed services in the community and also expose them to careers and job openings in the area.

Organization: The total class participated. A letter was sent to each parent explaining their involvement. Consent was needed for the actual visitation and also for their transportation in the teacher's car.

Even though each participating profession had been contacted personally, a letter was sent reaffirming the planned visit and stating the dates they would be visited and the number of visiting students.

A list of all the participating agencies was supplied to each student so that they might have a few days to decide on areas of interests. Besides listing the name of the firm, a brief summary of job openings and type of work students would be doing was also supplied. In approximately three days, they made their selections.

An evaluation form was given to the businesses for their critique of student attention and questions. Following their visits, the students also evaluated the agencies on the basis of information supplied, receptiveness and benefits.

After the official school day ended, six or seven students traveled to the area locations and spent one to one and one-half hours there. The teacher participated in the activities with the students.

Each student was responsible for appearing after school for their selected trips, acting with utmost courtesy toward the agencies, and working actively with any task given to them.

A handwritten thank-you note by the teacher and students was sent to each place visited and oftentimes the businesses responded with a single letter to the group.

Responses: The most favorable and fulfilling reactions came from hospital and rest home work, as well as one-to-one contact with the cerebal palsy children at the Spastics' Home. Being able to make someone smile, share a joke or a favorite story, play a game or any other human relations gave these students a sense of importance and a feeling of accomplishment that many had never felt before.

| SERVICE ORGANIZATIONS | NO. OF STUDENTS |
|---|---|
| Anderson's Department Store - Store Management; Salesclerk; Fashion Designer; Shipping and ordering of merchandise | 4 |
| Brescia College Art Department - Teaching of Art; Art techniques | 2 |
| Central Bank and Trust - Bank Management and operation; Personnel Involved | 4 |
| Child, Inc. - Nursery operations; Supervision of young children; teaching | 6 |
| Contractors, LTD - Construction | 1 |
| Federal Bureau of Investigation - Agents; techniques of law enforcement | 2 |
| Gabe's Restaurant - Management; Waiters and waitresses; food preparation | 2 |
| Gipe Motor Supply - Management and supply operations | 2 |
| Kentucky Electronics - Manufacture of electronic equipment | 4 |
| Kentucky Wesleyan College Athletic Department - PE teaching; Coaching; Sports | 2 |
| Modern Welding - Machine operations; Welding and Cutting Equipment | 2 |
| Our Lady of Mercy Hospital - Volunteer Services; Nursing; Hospital management | 4 |

| SERVICE ORGANIZATIONS (Cont'd.) | NO. OF STUDENTS |
|---|---|
| Owensboro Area Museum - Naturalist; Ecology interests | 1 |
| Owensboro Fire Department - Fire Inspection; Professions; Operation of department | 1 |
| Owensboro Municipal Utilities - Public Utilities | 1 |
| Owensboro Police Department - Careers in Law Enforcement; Operation of department | 1 |
| Owensboro Post Office - Operation of department; Careers in postal services | 2 |
| Parkview Rest Home - Nursing Aides; personal visits - working with senior citizens (reading to them, writing letters for them, talking and sharing, etc.) | 5 |

# MATERIALS DEVELOPED

During the months of April, May and June the project director and twenty teachers and counselors met together in workshop activities for the purpose of developing the materials that had been used this year. The first materials developed was a teacher's handbook of ideas to be used with students. This handbook, Classroom Strategies for Personal Growth, is divided into nine sections.

This handbook is not intended as a step-by-step curriculum guide, but rather as an idea booklet whereby teachers may gain some insights into helping students gain some understandings of self and build confidences in their own personal worth.

The strategies offered in the publication are based on the following hypothesis:

1. That the most exciting adventure for teachers is to help students in actualizing their own human potential.
2. That group involvement is one of the best teaching methods available for learning.
3. That a classroom environment of openness and trust is the best setting in which to achieve personal growth.
4. That teachers are interested in the student's personal growth as well as their intellectual development.
5. That personal growth can be achieved by anyone, provided he/she is willing to invest himself/herself in the process.

6. That provided with some guidelines, teachers will invest themselves in the self-actualization process in the classrooms.

The purposes of the strategies included in this booklet are to help each person: 1) identify and use their own personal strengths, interest and abilities; 2) become aware of his own value system, and the operational valuing systems of others; 3) become skilled in decision-making skills and problem solving techniques; 4) become able to establish and achieve immediate and long-range goals; 5) become skilled in open communication of feelings about self and others; 6) learn how to accept himself and others as worthy and worthwhile individuals. Copies of this handbook are included with this report.

Eleven teachers and counselors in the Owensboro-Daviess County School Systems compiled a Student Exploration Workbook. The materials selected were representative of those developed by the teachers to meet the student's needs in occupational competencies. They provide a framework of the kinds of teacher direction and planning that must proceed and accompany explorations of students who are using the community as a learning laboratory. Copies of this publication are included with this report.

## CONCLUSIONS AND RECOMMENDATIONS

It is very difficult to summarize the total efforts that have taken place this year. Although the program never reached large groups of students and teachers, the quality of the programs developed was impressive. One can easily see the results and accomplishments in the attitudes of students, teachers and community resource persons, the program articulation, the skills developed, and the involvement of the community in the program. The teachers most involved are concerned that the kinds of activities implemented this year will not be continued, or if continued will not enlist new teachers into the program next year.

It appears that the viable concepts of the exemplary project this year are worthy of continuation. We feel that the program has filled genuine needs of the students, has provided challenges for both the teachers and the students, has demonstrated that the community is responsive to the students' needs, and that the old and the young can work effectively together.

Among the conclusions we have drawn this year and the recommendations we would offer are:

1. Involve the staff in identifying the goals that are feasible. Be certain that what you plan to do is feasible within the time plan that you and the community laboratory are able to provide.
2. Involve the students, the parents and the community resource persons from the beginning. Personal contacts, and correspondence with the persons is a priority item.
3. Set up evaluation procedures early in the program. Allow all persons involved to evaluate the program.
4. Provide for leadership. For any program to have a healthy beginning and growth, there must be persons who will provide the leadership. The staff and the leaders must have training experiences and times to plan and work together. It is very difficult to keep programs alive with no interaction of the persons involved.

5. Involve the Kentucky State Department of Education in the program.
6. Utilize the teachers and counselors who have worked in the program as consultants in workshops. Allow these persons to share their ideas, their successes, and their experiences.
7. Encourage more flexible scheduling of classes.
8. Identify ways for students to receive credit for community-involvement project.

Our hopes are that the programs we have attempted this year will be a reality for more of our students in the not too distant future. We all conclude that they were worth the effort.

# CLASSROOM STRATEGIES FOR PERSONAL

Book 2 of 3
ED058864

# CLASSROOM STRATEGIES

# FOR

# PERSONAL GROWTH

OWENSBORO-DAVIESS COUNTY SCHOOL SYSTEMS

Fred Taylor Burns, Superintendent
Daviess County Public Schools

James C. Hilliard, Superintendent
Owensboro Independent Schools

Vandalyn L. Hooks, Director
Exemplary Program

KENTUCKY DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION, EXEMPLARY FUNDS PART D
PROJECT NO. C00883-01

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# PREFACE

This booklet is our first attempt at developing a teacher resource of practical strategies for helping students in personal growth and human relationships. It is offered as a central framework upon which teachers might build a plan for learning in the affective domain. It is not intended as a step-by-step curriculum guide, but rather as an idea booklet whereby teachers may gain some insights into helping students gain some understandings of self and build some confidences in their own personal worth.

The strategies offered in this publication are based on the following hypotheses:

1. That the most exciting adventure for teachers is to help students in actualizing their own human potential.
2. That group involvement is one of the best teaching methods available for learning.
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The purposes of the strategies included in this booklet are to help each person 1) identify and use their own personal strengths, interest and abilities; 2) become aware of his own value system, and the operational valuing systems of others; 3) become skilled in decision-making skills and problem solving techniques; 4) become able to establish and achieve immediate and long-range goals; 5) become skilled in open communication of feelings about self and others; 6) learn how to accept himself and others as worthy and worthwhile individuals.

Through the experiences we have participated in this year, we have become more cognizant of the fact that only after a person is in touch with himself can he really be in touch with others. Thus, it is hoped that all persons who use these materials will find that through these activities they can see personal growth in themselves. Then and only then will we be able to develop these competencies in others.

The Owensboro-Daviess County teachers have given much of themselves in time and talent to share these activities with you. Theirs has been as true "labors of love," and their reward will be the satisfaction of having helped a greater community of teachers and students. We sincerely hope you will find these materials worthwhile.

# ACKNOWLEDGEMENTS

The activities in this handbook were prepared during the 1974-75 school year by teachers in the Owensboro-Daviess County School Systems. The materials and activities selected by the teachers for inclusion in this publication are those activities that have been used and found to be effective in helping students grow in self-awareness and human relationships. Much of the text was developed by the educators, other portions were adapted from materials that were made available through project funding.

We would like to acknowledge our indebtedness to Jack Neal and Bruce Lott in the Title III Office in Bowling Green, Kentucky, for conducting the Human Potential Seminars at the beginning of this school year. It was through these seminars that we came to realize the untapped human potential and self-motivation that lies within each of us. Further, it was through these seminars that we were able to grasp the depth of human potential duty and responsibility that teachers have for working with students in these areas.

We are further indebted to the publications of Dr. Sidney B. Simon, Dr. Louis Raths, Dr. Merrill Harmin, and Dr. Howard Kirschenbaum. The materials and books developed by these men have had a profound influence on our classroom activities. We are also indebted to the publications Deciding and Decisions and Outcomes, developed by The College Examination Board. These materials have enabled us to develop our skills in decision-making and goal-setting.

Much credit is due to many persons for their untiring efforts in helping to make this publication possible. We are particularly indebted to Mrs. Marie O'Bryan, Mrs. Mary Evelyn Howard, Mrs. Nora Nelson, and Miss DiAnna Drury our typists; to Mrs. Peggy Spencer our printer and collator; and Miss Barbara Haley and the Apollo High School Art Department for the covers. Of course, we acknowledge our indebtedness to the Department of Vocational Education in Frankfort, Kentucky for providing the funding for this project and making this year of educational growth possible.

Mrs. Harriet Bradley
Business-Math Teacher
Daviess Co. Middle School

Mrs. Dot Edgeworth
6th Grade Teacher
Southern Middle School

Mr. Burton Erickson
Math-Science Teacher
Estes Middle School

Mrs. Nancy Erickson
Home Economics Teacher
Foust Middle School

Mrs. Jean Fortune
9th Grade Block Teacher
Apollo High School

Miss Judy Fulkerson
Social Studies-English Teacher
Owensboro High School

Mr. Don Givens
6th Grade Teacher
Burns Middle School

Mrs. Brenda Harmon
Foreign Language Teacher
Daviess County Middle School

Mr. Dick Hedrick
Guidance Counselor
Apollo High School

Mr. Floyd Hooks
Social Studies Teacher
Daviess Co. High School

Mrs. Diane Luebbert
English Teacher
Apollo High School

Mrs. Louise McKinley
6th Grade Teacher
Southern Middle School

Mrs. Sue Morris
Foreign Language Teacher
Daviess Co. Middle School

Mrs. Mary Posey
Guidance Counselor
Foust Middle School

Mr. Bob Smith
Math Teacher
Apollo High School

Mrs. Lynn Walker
Social Studies Teacher
Daviess Co. High School

Mr. Steve Whitsell
Social Studies Teacher
Owensboro High School

Miss Mary Sue O'Bryan
6th Grade Teacher
Southern Middle School

# TEN COMMANDMENTS FOR HUMAN RELATIONS

1. Say less than you think, and cultivate a low persuasive voice.
2. Make few promises but keep those you make, regardless of the cost.
3. When praise is deserved, give it. When criticism is required, make it helpful, and be sure to give it in private.
4. Learn to be interested in others, their work, their homes and their families, their joys and problems.
5. Don't inflict your pains, worries and problems on others. Learn to be cheerful and smile.
6. Live and let live. Keep an open mind, discuss rather than argue, and continue friendly even when you disagree.
7. Say nothing about another person unless it is good. Gossip is destructive and indicates a low degree of intelligence.
8. Avoid hurting others with wit and humor, so called at their expense.
9. When others make ill natured remarks about you, pay no attention. It is the talker, not you, who is injured.
10. Study, observe, work untiringly, be patient.

# PLEASE HEAR WHAT I'M NOT SAYING

Don't be fooled by me.
Don't be fooled by the face I wear.
For I wear a mask, I wear a thousand masks, masks that I'm afraid to take off, and none of them are me.
Pretending is an art that's second nature with me, but don't be fooled. For God's sake don't be fooled.
I give you the impression that I'm secure, that all is sunny and unruffled with me, within as well as without, that confidence is my name and coolness my game, that the water's calm and I'm in command, and that I need no one.
But don't believe me. Please don't.
My surface may seem smooth, but my surface is my mask, my ever-varying and ever-concealing mask.
Beneath lies no smugness, no complacence.
Beneath dwells the real me, in confusion, in fear, in aloneness.
But I hide this. I don't want anybody to know it.
I idly chatter to you in the suave tones of surface talk.
I tell you everything that's really nothing, and nothing of that which is everything, of what's crying within me.
So when I'm going through my routine, do not be fooled by what I'm saying.
Please listen carefully and try to hear what I'm NOT saying, what I'd like to be able to say, what, for survival, I need to say, but I can't say.
I panic at the thought of my weakness and I fear being exposed.
That's why I frantically create a mask to hide behind, a nonchalant, sophisticated facade, to help me pretend, to shield me from the glance, that knows.
But such a glance is precisely my salvation. My only salvation. And I know it.
That is, if that glance is followed by acceptance, it's followed by love.
It's the only thing that can liberate me, from myself, from my own self-built prison walls, from the barriers that I so painstakingly erect.
It's the only thing that will assure me of what I can't assure myself that I'm really worth something.
But I don't tell you this. I don't dare. I'm afraid to.
I'm afraid your glacne will not be followed by acceptance and love.
I'm afraid you will think less of me, that you'll laugh, and your laugh would kill me.
I'm afraid that deep down I'm nothing, that I'm just no good, and that you will see this and reject me.
So I play the game, my desperate pretending game, with a facade of assurance on the outside, and trembling child within.
You've got to hold out your hand even when that's the last thing I seem to want or need.

Copied

# INTERESTS

## GOAL

The student will become aware of self in relation to his/her interests.

Life is a gift to be used
  everyday,
Not to be smothered
  and hidden away...
Get out and live it
  each hour of the day
Wear it and use it
  as much as you may.
Edgar Guest

TITLE: Interest Survey

PURPOSE

Frequently, students have not had opportunities to zero in those things where they have clear interest. This strategy enables students to identify those things in which they have strong interest, as well as those that have no interest, and those that have no opinion.

PROCEDURE

The teacher may introduce this activity by having a discussion about their present interests. Students may then make their own list from these ideas. Below are some ideas that may be used to help students relate to the varied interests that persons possess.

INSTRUCTIONS

The following "Interest Survey" is a simple tool to aid the student in identifying his interests and graphically categorizing them. The survey is intended to facilitate further discussion of interests and initial career exploration in interest areas; e.g. prefers working with Data, People or Animals, or Things; or prefers to work outdoors, with hands, etc. It should not be used as a device to narrow occupational choices, but rather as a tool to gain insight and promote further discussion of self-awareness.

Be sure to stress that there are no right or wrong answers and that this interest survey is not a test. Ask that the students place an "x" by those activities they enjoy most, a check mark by those they do not enjoy and a "?" by those they are uncertain about.

The survey may be administered to the class with the teacher privately answering individual student questions about phrase meanings as they arise. Tell them to do it quickly (no time limit). First reaction is best. An alternate method is to read each item to the class, clarify its meaning, if requested, and then have the students work that item. Then go on to the next item. Symbols on the worksheet indicate "thumbs up," "thumbs down," and "don't know" columns for response.

DO YOU ENJOY:

1. building rocket models ______________________________

2. taking a math course ______________________________

3. making sketches or painting ______________________________

4. attending religious services ______________________________

5. writing letters ______________________________

6. fixing appliances ______________________________

7. reading about special subjects on your own ______________________________

8. giving talks ______________________________

9. attending plays ______________________________

10. taking care of children ______________________________

11. serving as a club officer ______________________________

12. teaching tricks to a dog ______________________________

13. fixing mechanical things ______________________________

14. learning to play a musical instrument ______________________________

15. writing a report ______________________________

16. reading or writing poetry ______________________________

17. helping others with their personal problems ______________________________

18. meeting important people ______________________________

19. playing chess ______________________________

20. working as a laboratory technician ______________________________

21. telling others what to do ______________________________

22. being told what to do ______________________________

23. playing baseball or other sports ______________________________

24. planting a garden ______________________________

INTEREST SURVEY Continued

25. planting a garden ____________________

26. vacuuming a rug ____________________

27. working math puzzles ____________________

28. decorating your bedroom ____________________

29. belonging to a club ____________________

30. stocking shelves in a store ____________________

31. waiting on people in a store ____________________

32. reading stories to children ____________________

33. going on a family picnic ____________________

34. working crossword puzzles ____________________

35. budgeting money ____________________

36. building birdhouses ____________________

37. doing research ____________________

38. being by yourself ____________________

39. making new friends ____________________

40. working in an office ____________________

41. working on construction ____________________

42. working as an accountant ____________________

43. working as a forest ranger ____________________

44. planning a family vacation ____________________

45. debating with your friends ____________________

| | | |
|---|---|---|
| ENJOY | ☐ | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |
| DISLIKE | ☐ | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |
| UNCERTAIN | ☐ | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |

INSTRUCTIONS: Using the key provided, have the students quickly put D, P, and/or T in front of the appropriate items. They can then tally the Data items which were marked "thumbs up," record the number in the box after Data, and circle the number on the scale and graph it as follows:

D ④ 1 2 3 [✓ 4] 5 6 7 8 9 10 11 12 13 14 15
P ⑤ 1 2 3 4 [✓ 5] 6 7 8 9 10 11 12 13 14 15
T ⑭ 1 2 3 4 5 6 7 8 9 10 11 12 13 [✓ 14] 15

The answers to the Interest Survey can be categorized in the following way:

DATA: 2, 5, 7, 15, 16, 19, 27, 28, 34, 35, 37, 42, 43, 45

PEOPLE: 4, 8, 9, 10, 11, 12, 17, 18, 21, 22, 24, 29, 31, 32, 33, 38, 39, 43

THINGS: 1, 3, 4, 6, 13, 14, 20, 23, 24, 25, 26, 30, 36, 40, 41

Finally, some questions that might aid in discussion of interest areas are:

1. Are you interested in working outside or inside?

2. Are you interested in working with your hands or with ideas?

3. Are you interested in working with people or alone?

4. Would you rather be a leader or a follower?

OR

An alternate way to categorize the items on the interest survey might be:

| Outside | Inside | Head | Hands |
|---|---|---|---|
| 23 | 26 | 2 19 44 | 1 30 |
| 25 | 30 | 5 27 45 | 3 36 |
| 33 | 40 | 7 28 | 6 41 |
| 41 | 42 | 8 34 | 13 |
| 43 | | 9 35 | 14 |
| | | 15 37 | 20 |
| | | 16 42 | 25 |

| With People | Alone | Leader | Followers |
|---|---|---|---|
| 1 24 | 38 | 8 | 9 |
| 4 29 | 37 | 11 | 22 |
| 10 31 | 43 | 21 | 29 |
| 12 32 | | | |
| 17 33 | | | |
| 18 39 | | | |
| 23 45 | | | |

TITLE: Interest and Abilities Checklist

PURPOSE: Knowledge about ourselves helps us to make more valid decisions. In seeking knowledge about ourselves it is important to know our abilities and interest.

PROCEDURE: The teacher will initiate brainstorming for the abilities the students feel they have. Take only positive abilities. It is generally hard for some students to identify that they have any abilities at all. The list that follows may be used, but the class may make their own, then taking the composite list, let each student determine his strengths and weakness.

INSTRUCTIONS: Allow the students to compare their abilities and interests and see if they can identify any relationships.

A. ABILITIES CHECKLIST

| ABILITIES | SUPERIOR | GOOD | FAIR | POOR |
|---|---|---|---|---|
| ARTISTIC | | | | |
| CLERICAL | | | | |
| CREATIVE | | | | |
| MATHEMATICAL | | | | |
| MECHANICAL | | | | |
| MUSICAL | | | | |
| SOCIAL | | | | |
| VERBAL | | | | |

B. Indicate those areas where you would have a vocational interest.

| INTEREST | LOW INTEREST | AVERAGE | HIGH INTEREST |
|---|---|---|---|
| ARTISTIC | | | |
| CLERICAL | | | |
| COMPUTATIONAL | | | |
| INDOORS | | | |
| LITERARY | | | |
| MECHANICAL | | | |
| MUSICAL | | | |
| OUTDOOR | | | |
| PERSUASIVE | | | |
| SCIENTIFIC | | | |
| SOCIAL SERVICES | | | |

Areas taken from The Kuder Preference Inventory, Form CH

TITLE: Interest Inventory

PURPOSE: The interest inventory is designed to help the teacher and students to identify the students' present interest and career objectives. It may be used before an exploration placement to determine the students' area of interest. It may also be used after one or more student explorations to determine if student interests have changed or are more established prior to the experience(s).

PROCEDURE: Duplicate the following in its entirety, or use portions of it at different times. After the students have done the activity, allow them time to discuss things they have discovered about themselves. Discussion may be in triads for the purpose of saving time. Allow the students to identify one thing they have learned about themselves.

Name ______________________________ Age ______ Date ______________

My best grades are in ______________________________________________.

I feel these grades are for the following reasons:

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________

My favorite subject is ____________________, because ______________

_____________________________________________________________________.

My hobbies are ___________________________________________________.

The hobby I have had the longest is ______________________________.

My favorite sport is _____________________________________________.

When I am not in school I like to ________________________________.

If I could study or have special training I would like (examples: painting, law enforcement, automobile mechanics, typing, etc.)

______________________________________________________________.

One thing that people have told me I am good at is ______________

______________________________________________________________.

Have you discussed with family members some particular career?

Yes _______ No _______ If so what is it? ______________________.

Have you discussed this career with someone who is actually doing the job now? Yes _______ No _______ If so who? ______________________.

What would you like to do to earn a living? ____________________

______________________________________________________________.

How much education must you have to do this job? High School __________

College _________ College plus graduate work ___________________.

Have you considered or had experience at part-time jobs? ____________.

Different jobs require different reading skills. Do you read newspapers? __________ What newspapers? ______________________.

Which section(s) do you read? __________________________________.

Do you read magazines? ________________________________________.

Which ones? ___________________________________________________.

Name your two favorite TV programs.

1. ____________________________________________________________.

2. ____________________________________________________________.

Check from the activities listed below those which interest you and briefly tell why you like them.

Writing _______________________________________________________.

Reading _______________________________________________________.

Solving puzzles ______________________________.

Making things ______________________________.

Being with people ______________________________.

Doing new and exciting things ______________________________.

Being outdoors ______________________________.

Repairing things ______________________________.

Working with younger children ______________________________.

Working with older people ______________________________.

Making speeches ______________________________.

Doing dangerous and risk-taking things ______________________________.

Being always on the go ______________________________.

Designing things ______________________________.

Suppose you have a stereo component and a large piece of leather. Check which of the following you would like to do with these items.

Sell it ______________

Use it ______________

Make it ______________

Improve its appearance ________

Write about it __________

Design it ______________

Buy it ______________

Repair it ______________

Improve it ______________

Teach others about it ________

Tell others about it ________

Draw it ______________

TITLE: "Brainstorming" on Student Interests

PURPOSE: We often make the statement, "I really like this." But when asked "why," we cannot give specific reasons. Usually the response is, "Oh, I don't know, I just like it." We want to encourage the student(s) to consider the reasons why "I really like this." Our goal is to make the student(s) more aware of his/her interests, aptitudes, and abilities to answer the question: "Why do I like this?"

PROCEDURE:

1. Ask some in the class what is their favorite activity. Then ask that person "why" it is their favorite activity. The answer should be the usual response; "oh, I don't know, I just like it."

2. Now ask the student to go to the board and write his activity.

3. Ask the class to "Brainstorm" the reasons why they would like his activity. As each reason is given, have the student list these at the board.

4. After the list has been completed, ask the student to circle the reasons listed that he thinks best indicate "why" he likes his activity the best.

5. Repeat steps 1 to 4 several times with a different student.

6. If time permits, have each student write a short essay on "Why I like my favorite activity."

TEACHER'S NOTES.

1. Teacher should explain the "brainstorming" technique and emphasize that the student at the board should only write the responses during this sequence of the activity.

2. Make a record of the "brainstorming" responses for future use in individual situations.

TITLE: Educational Interest

PURPOSE: The purpose of this activity is to help the students to identify those areas in school where they have high, low, or average educational interest. These educational interests may be related to the student's interest and abilities.

PROCEDURE: Allow the students to identify all the subject areas that they have experienced in school; on this list allow the students to rate their high, average, and low interest.

TEACHER'S NOTES: An alternative method to this activity is to tell the class that they will be given $100 to spend on anything on their educational experiences that they would like to improve. They may spend it all in one area, or on several areas they wish to improve.

| AREA | LOW INTEREST | AVERAGE INTEREST | HIGH INTEREST |
|---|---|---|---|
| Art | | | |
| English | | | |
| Foreign Language | | | |
| Home Economics | | | |
| Business | | | |
| Extracurricular Activities | | | |
| Mathematics | | | |
| Social Studies | | | |
| Science | | | |
| Music | | | |
| Physical Education | | | |
| Industrial Arts | | | |
| Agriculture | | | |

Educational Interest (continued)

| | Amount to be Spent |
|---|---|
| To be able to read | |
| To be able to read faster | |
| To be able to do my math | |
| To be able to talk with my teacher | |
| To be able to take a class I like | |
| To be good in P. E. | |
| To be able to find a place to study | |
| To be able to understand science | |
| To enjoy social studies | |
| To be good in music | |

# VALUES

## GOAL

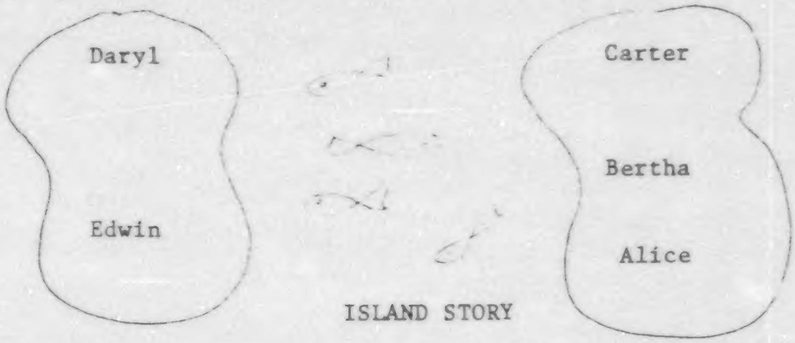
The student will become aware of his/her values.

The purpose of life is to be that self which one truly is.
Soren Kierkegaard

TITLE: Island Story

PURPOSE: To provide students with opportunities to see that others have very different emotional responses to values than those we may possess. The Island Story is a way to get students involved in emotional reactions to other's valueing system.

PROCEDURE: Begin with, "I would like to tell you a story." Have the following illustration on the board or on a chart. Tell the story without any explanations, inferences, or questions answered.



ISLAND STORY

Here you see two islands. On one island is Alice, Bertha and Carter. On the other island is Daryl and Edwin.

Alice and Daryl have been communicating. They are in love and want to get married. Daryl sent Alice a message asking her to come to his island so they can get married.

Alice had no way to get across the shark infested waters so she went to Carter, who owned a boat and asked if he would take her to Daryl.

Carter said that he would if Alice would spend two nights with him. Alice said she couldn't do that, but that she would think about it.

She went to her mother, Bertha, and explained her problems and asked Bertha if she should spend two nights with Carter.

Bertha replied, "I cannot tell you what to do. You will have to make up your own mind."

Alice thought some more. Finally, she went to Carter and agreed to his terms.

Then Carter took her to Daryl's island. Being an honest person Alice told Daryl what she had done to reach the island. Daryl said, "If you are that kind of woman, I cannot marry you."

Edwin overheard the conversation and said to Alice, "That's o.k., I will marry you. I do not care what you have done. I need someone to cook and clean house for me and I will marry you and perhaps love will come." So Alice married Edwin.

-END OF STORY -

See page 24 for follow-up activities to the "Island Story"

TITLE: Self Awareness of Values

PURPOSE: The students needs to be aware of what a Value is.

## PROCEDURE

In the classroom ask, "What is a Value"? Using probing questions, try to involve all students.

1. After getting many different answers, have one student look it up in the dictionary and read to the class.
2. What do you value most? Why?
3. How can values help a person find more meaning to life?
4. Would that have been your same answer a year ago?
5. How do we obtain our values?
6. How do beliefs and values relate?
7. How do attitudes and values relate?
8. Do your values conflict with peers, parents, teachers, etc? How?

## NOTES TO TEACHER

Follow Up: Next day plan on reading and having class discussion of findings on their assignments. Similarities and comparisons should be made of the values.

## SHOW FILM STRIPS

Identifying Values and Forming Beliefs (Guidance Associates)

Check what you feel to be the most important thing in life.

__________money

__________status

__________power

__________love

__________work

__________play

__________religious

__________devotion

__________success

__________beauty

__________other

Check what you feel to be the least important thing in life.

__________ money
__________ status
__________ power
__________ love
__________ work
__________ play
__________ religious
__________ devotion
__________ success
__________ beauty
__________ other

Check those value areas where family members or close friends have opinions quite different from yours.

__________ money
__________ status
__________ power
__________ love
__________ work
__________ play
__________ religious
__________ devotion
__________ success
__________ beauty
__________ other

TITLE: Proud Whip

PURPOSE: Proud Whip helps students become more aware of the degree to which they are proud of their beliefs and actions and this will encourage them to do more things in which they can take pride. Students also hear new alternatives from their classmates' lives.

## PROCEDURE

The teacher asks students to consider what they have to be proud of in relation to some specific area or issue. The teacher whips around the room calling upon students in order. Students respond with the words, "I'm proud of . . . ." or "I'm proud that . . . ." Any student may pass if he chooses.

## NOTE TO TEACHER

You should emphasize that the type of probe that is called for here is not the boastful or bragging kind of pride, but the pride that means, "I feel really good about" or "I cherish" this aspect of my life.

The teacher must be very supportive of those who pass. No one should be expected to be proud of everything. Sometimes the teacher deliberately selects an issue that he has to pass on, just to illustrate this point.

Students should be encouraged to volunteer to bring in topics for Proud Whips.

## SAMPLE QUESTIONS

1. What is something you are proud of that you can do on your own?
2. What is something you are proud of in relation to money?
3. What are you proud of that has to do with school?
4. What are you proud of about your gift giving?
5. What is something you have written that you are proud of?
6. What are you proud of in relation to your family?
7. What is something you have done about the ecology issue that you're proud of?
8. Any new skill you have learned within the last month or year.....

9. Something you did that did not take physical courage, but which you are proud of...

10. A decision that you made which required considerable thought...

11. The completion of a task that was very laborious, but which you stuck out...

12. Some family tradition you are particularly proud of...

13. Something you refrained from doing about which you are proud...

14. Anything you've done for an older person...

15. A time when you said something when it would have been easier to remain silent...

16. A time when you didn't say something when it would have been easier to say something...

17. An athletic feat you did recently which you are proud of...

18. Anything you've made with your own hands...

19. A time recently when you made a shrewd purchase or got a good bargain...

20. A habit you worked to overcome, and succeeded...

TITLE: I Am Proud and Picture of Me

PURPOSE: The student is to become more aware of his/her values.

PROCEDURE : Give students handouts on "I Am Proud" and "Picture Frame." This allows for a visual look at their values. The students should have a follow up session on the drawings from their "Picture Frame."

Below are some suggestions for variations to the questions posed by the picture frame.

1. What do you regard as your proudest personal achievement?
2. What is one thing that other people do that makes you happy?
3. What would you do if you had one year to live and were granted success in whatever you attempted?
4. What is something that you are very good at doing?
5. What is something you are trying to do better?
6. What three possessions (material) are most important to you?
7. What is your greatest achievement in the past year?
8. What three things that have happened in the past month would you change if you could live it over?

"I AM PROUD..."

If you complete the three sentences below, they will help you find out more about your values. Complete each sentence with a true statement about yourself.

I am proud that ____________________________________________________

I am proud that ____________________________________________________

I am proud that ____________________________________________________

## PICTURE FRAME

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "Picture Frame."

1. Draw two things you do well.
2. Draw your "psychological" home or the place where you feel at home.
3. Draw your greatest success in life.
4. Draw the three people most influential in your life.
5. Draw what you would do with one year left to live.
6. Write the three words you would like said about you.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |

TITLE: Values Voting

PURPOSE: Given classroom experiences, the student(s) will become aware of the rank/order of his/her values in relationship to the group.

PROCEDURE

1) Teacher selects questions to be read aloud to group. For each question of issue, students vote "thumbs up" (affirmative), "thumbs down", (negative), "arms folded" (undecided).

2) If desirable have group discussion on questions asked.

3) This activity can be used to formulate classroom activities or goals.

4) As a variation, have students write yes or no on attached exercise. Do not include name. After answering all questions, have students exchange papers and indicate number of yes and no answers and discuss reasons for choice.

Simon, Sidney, et. al., Value Clarification, Strategy, Number 3, p. 39.

SAMPLE VOTING LIST

The following voting list is designed for use with secondary students.

Preface each of the following questions with the statement, "How many of you...."

1. think teenagers should be allowed to choose their own clothes?
2. will raise your children more strictly than you were raised?
3. watch TV more than three hours per day?
4. think the most qualified person usually wins in school elections?
5. think there are some times when cheating is justified?
6. could tell someone thay have bad breath?
7. think going steady is important in order to achieve social success?
8. regularly attend religious services and enjoy it, without feeling the pressure of parents?

The following voting list is designed for use with all ages. Preface each of the following questions with the statement, "How many of you...."

1. think children should have to work for their allowance?
2. have ever felt lonely even in a crowd of people?
3. have a close friend of another race?
4. have had someone from another race to your house for dinner or play?
5. have a favorite hobby or pasttime?
6. feel that religion is an important part of your life?
7. think students are losing respect for teachers?
8. wish you were home right now doing whatever you like to do?
9. have ever had problems so bad you wished you could die so you wouldn't have to face them.
10. think that women should stay home and be primarily wives and mothers?
11. think that most students feel free to talk with their parents?
12. think most students feel free to talk with their teachers?
13. find it difficult to listen to people sometimes.
14. have ever been hurt by a friend?
15. think people should limit the size of their families to two children?
16. would favor a law to limit families to two children?
17. often think of death?
18. would like to make some changes in your life?
19. think it is all right for older brothers or sisters to discipline younger ones?
20. wear seat belts when riding in a car?

TITLE: Ranking Values

PURPOSE: Students should be given classroom experiences that will enable them to become aware of the rank/order of his/her values in relationship to the group. The following activity is designed to enable the students to make decisions in in regard to the rank/order of his/her values, and to discuss the rank/order of other students in the group.

PROCEDURE:

1. The teacher identifies 10 to 15 values and writes them on small cards and places them in envelopes. You will need as many envelopes as there are students in the group.
2. Have students arrange the values in order from 1 to 15, according to their importance in their lives. 1 is most important; 15 is is least important.
3. Each student must give reasons for the priority of their values. Students may change their value ranking following discussions.
4. A variation would be to break students into small groups and attempt to come up with a consensus on value ranking within the group.

NOTES TO THE TEACHER: Remind the students that each of us has his own meaningful values, and that's o.k. Some students may ask "Why do I have to rank these? Some are equally important to me." There are times when ranking is very important. An example is: A man or woman has a job which requires many additional hours of work in order to stay in the present position or to advance within the company. He/she also had a family with small children which are important to them, but there is little time to do things whth them. How long can the person continue to rank the values equally? A person must resolve the conflict and determine the rank order of his values. Only when this is determined can he make decisions that are important to him.

Emphasize that values do change, depending on the circumstances and experiences in each of our lives. The important thing is to know your values and act accordingly, thus determining your life direction instead of just drifting.

COMMON VALUES

money/wealth
status/recognition
physical appearance/beauty
power/ authority over others
love
work/ job
health
honesty
play/ pleasure/exciting life
religious devotion
intelligence/ knowledge
creative/imaginative
independence
equality/brotherhood

INSTRUCTIONS: Each of you will now rank the five people according to the one you like best to the one you like least. This in silently, we will discuss the story later.

Now that you have ranked the five islanders from one to five, will you write opposite each name the value you think each was operating under? Put the value for the islanders you ranked 1, 2, 3 at the top of your value sheet.

The teacher will chart on the board or newsprint the rankings of each group member. patterns will show on the chart and participants will see many points of agreement and disagreement. The chart will look something like this:

| Participants | Islander Ranking |
|---|---|
| Nancy | D E B A C |
| Floyd | C A E D B |
| Louise | A B C E D |
| Jim | B A C D C |
| Chuck | C A E B C |

As each participant gives his list, he will defend it by giving the value he gave each islander and his feelings about the five people.

POINTS OF DISCUSSION.

Begin asking questions, but as the students give their rankings, these questions will emerge. Some key questions the teacher may discuss are:

1. How old do you think these people are?

2. Would it make any difference if Alice were 16 or 40? Would or should Bertha have told her more if she were 16? 40?

3. Wasn't Carter really just operating under the free enterprise system? He had a product and he sold it.

4. Didn't Edwin take advantage of the situation much as Carter did?

5. Was there anything immoral in spending 2 nights together? He didn't say sleep with me. Perhaps he needed her to work in his strawberry packing plant to get a shipment ready to take to the next island.

6. Would it have been better for Bertha to offer to help Alice steal the boat? Is stealing a less evil than sex? If yes, where is honesty on your value sheet?

7. Was Alice stupid in telling Daryl?

8. In the same situation, how would you have acted?

TITLE: Life or Death, Who is Chosen?

PURPOSE: Given classroom experiences, the student(s) will become aware of the rank/order of his/her values in relationship to the group.

PROCEDURE

1) Teacher introduces story situations to the group and asks students to choose from among six kidney patients of which only one is to use Dialysis Machine. Explain that those who do not use machine will die.

2) Have students role play a screening committee made up of head residents of a large hospital. It is their job to choose which patient uses the machine. A consensus should try to be reached.

Multi-Millionaire

1. Age 42, unmarried, more or less a recluse.
2. Promises to buy 10 new machines if allowed to use present machine (it would take a year to a year and a half to manufacture and install the new machine).
3. Up to this time he has not been interested in his community or in other people; seldom contributed to any charities or worthwhile causes.
4. However, his recent health problems appear to be changing his attitudes and it is likely he will become more generous and more willing to help others in the future.

Welfare Mother
1. Age 33, her husband recently abandoned her.
2. Has 10 children, receives welfare.
3. Is six months pregnant - child may be born normally if she is able to use machine, otherwise it will die.
4. Occasionally uses LSD.

Minister

1. Age 65, and other than kidney ailment is in good health.
2. An inspiring preacher - has brought a countless number of people closer to Christ.
3. A respected counselor and community leader.

Psychologist-Writer

1. A recognized authority on child-rearing.

2. Has written a best selling book on child-rearing and numerous articles for magazines.
3. Is currently writing another book for parents on how to get along with teenage children.
4. Works with teenagers and their problems in her private practice.
5. Is 36 years old and she and her husband have recently adopted a handicapped child.
6. She is an atheist.

## Doctor

1. Age 35, is married and has eight children living at home.
2. An outstanding heart surgeon, recognized nation-wide, has saved numerous lives and if he lives, he could save many more.
3. Has a drinking problem, as of yet it hasn't interfered with surgery, although he has been late getting in to see his patients on a few occasions because of morning hangovers.

## Professional Football Player

1. A 23 year old quarterback who has the potential to re-write the record books. In another year or so, he could possibly be the finest quarterback in Pro Football.
2. Is single and a playboy.
3. Has recently gotten a girl friend pregnant, but refuses to marry her.
4. Works in the off-season with disadvantage youths.

## ALTERNATIVE ACTIVITY:

A variation on this activity might be the following story. Have the students role play the persons involved and arrive at a decision.

## LIFE OR DEATH

Ken and Cheryl Bater had been married just four months when they found out for sure that she was pregnant. Ken picked her up at the doctor's office that afternoon, and before the dinner dishes were washed they had chosen two names--Claudia for a girl, Todd if it turned out to be a boy. Then the teenage newlyweds made long-term plans as they happily faced the responsibilities of parenthood. They opened their first savings account. Ken cut his beer budget in half. Cheryl began preparing the house. Their lives were now wrapped in anticipation of that day in mid-November when the baby would arrive.

Everything went well until one October afternoon when Ken's foreman called him off the assembly line to the phone. "Just listen," Cheryl ordered, her voice edged with tears. "I'm going to the hospital in a taxi. I think the baby might be coming early." No, she couldn't be positive. "But, Ken, you've got to meet me there," she said. "And hurry, please."

Todd was born 90 minutes later--six weeks premature--weighing barely four pounds. He was weak, and it was immediately obvious that he had serious respiratory problems. The doctor could not get him to breathe on his own.

A few years ago Todd would have died at birth. But now new techniques and equipment have dramatically reversed the odds of survival for babies with acute problems.

Todd was rushed from the delivery room to the intensive-care nursery and placed in an incubator with an infant respirator attached. This machine actually breathes for the baby until, hopefully his own lungs can take over the job.

The doctor assured the parents that the child would live, but what he didn't tell them was that the baby had suffered lasting brain damage as a result of the oxygen deficiency he experienced just after birth.

The **nurses** became concerned and their discussion caused some alienated discussions. The head nurse could not help but wonder if the parents would want the efforts to continue if they knew they might wind up with a "half child."

One nurse, adjusting the guages of the respirator, said that the next time they took him off the machine she would just leave him off.

Another nurse insisted that their mission was to save lives, not play God.

Another insisted the machines were forcing them to play God because without them Todd would have died six weeks sooner.

Even the doctor was having trouble with how much should be done and for how long to keep the infant alive. What should he do, if and when should he stop doing it?

What of the parents? How much should they know, what of the risk involved for them both financially, physically, and psychologically.

Arrive at a decision for this young child. Who should be involved in the decision making.

From "Today's Health," March 1974,
Article written by Dale Wittner.

NOTES TO THE TEACHER: These activities may also be used as decision-making activities in order for the students to understand that our values play a tremendous amount of influence in the decisions we make. If the activities are used as decision making activities, ask the students to take themselves through the decision-making steps:

A. Conflict (State this clearly)
B. Risk(s) involved in the decision.
C. Use either subjective or objective evaluation in looking at the problem--indicate which you chose to use.
D. List as many alternatives as you can to solving the problem--state the risk involved in each decision.
E. List the "self-selves" values, attitudes, feelings, etc., that are expressed at arriving at the group decision.
F. State ways that the affect and effect of this decision could be cummulative.

QUESTIONS TO DISCUSS

1. What would determine if the decision you have made would be correct for:
   a. persons involved in the problem
   b. for the decision makers
   c. for those not directly involved in the decision.

2. What does working through (role-playing) decision making situations do for:
   a. reinforcing decision making skills?
   b. identifying various values of the group?
   c. developing different attitudes toward persons in places of leadership that have difficult decisions to make.
   d. examining more carefully difficult decisions that you personally face?

TITLE: What If?

PURPOSE: Using the imagination, students will indirectly determine what they value. By looking at "what if" situations, students will discover what has the most emphasis for them and what they hope the future holds for them.

PROCEDURE

Initiate discussion on "daydreaming" and what we often imagine our life to be like or what we want it to be like.

Lead group now to the four questions. Read questions to class, reminding them they are hypothetical situations, and allow time for written responses after each answer.

As follow up, allow students to volunteer answers after all four questions are answered.

NOTES TO TEACHER

1) If you could have any wish you desired, what would you ask for?

2) If you were given a million dollars and had only one month to spend it, how would your money be dispersed?

3) If you could be placed in any career you desire and would be accepted by other professionals, what job would you choose?

4) If you could do anything with your life for one year, what would you choose to be?

TITLE: Things I Like to Do and a Values and Goals Forced Choice Test

PURPOSE: To have the students become more aware of their values.

PROCEDURE

Students are to do exercies on "What Will Be Number One With You?"

Number one choices and number twelve choices should be discussed. Emphasis at this time should be put on future goals.

Then have the student to number from 1-20 on their paper.

Next say, "will you please make a list of 20 things in life that you have to do." When the list is completed, the student is to use the left side of the paper to code their list.

| SYMBOL | DIRECTIONS |
|---|---|
| A/P | Put an A for activities done alone |
| P | Put a P for activities done with people |
| $5 | Check each activity that cost more than $5 |
| Pub | Check each activity you would be willing to declare publicly |
| 2 years | Check those you would have listed 2 years ago |
| F | Check those your father would list |
| M | Check those your mother would list |
| Date | Write approximate date you last did each activity |

WHAT WILL BE NUMBER ONE WITH YOU?

Number the following values in order of importance, the most important value being number one, the least important being number twelve.

__________ the way you live

__________ the kind of clothes you wear

__________ the kind of car you drive

__________ the kind of house you live in

__________ the neighborhood

__________ your friends

__________ the clubs and organizations you belong to

__________ your hobbies

__________ your recreational activities

__________ the kind of education your children will have

__________ the atmosphere in which you will work

__________ the main way you will contribute to the world you live in

## VALUES AND GOALS

### Forced Choice Test

Directions: Circle the number preceding one of the two choices in each category. You must choose the one number of each pair which indicated which you prefer.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly, and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly, and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

2--to do things for my family and others.
10--to have things neat, orderly, and organized.

2--to have influence with people.
12--to do things well.

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often.
10--to have things neat, orderly, and organized.

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3--to have people think well of me.
6--to do new and different things often.

5--to have as much freedom as possible to do things I want to do.
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10--to have things neat, orderly, and organized.
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4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

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6--to do new and different things often.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others.
9--to do what is right according to my beliefs.

5--to have as much freedom as possible to do things I want to do.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
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3--to have people think well of me.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

5--to have as much freedom as possible to do things I want to do.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

4--to do things for my family and others.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

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5--to have as much freedom as possible to do things I want to do.
10--to have things neat, orderly, and organized.

7--to have friends.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
11--to have as many good things as possible.

3--to have people think well of me.
10--to have things neat, orderly, and organized.

2--to have influence with people.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
4--to do things for my family and others.

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## DIRECTIONS FOR SCORING THE VALUES TEST

1. Count the number of times you circled number one on the Values Test and insert the number counted in the blank to the left of statement number one below. Do this for each of the items through number twelve.

2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number two to the item circled the second highest number of times, etc. In case of a tie, give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number three, assign two number threes, which take up the three and four spots making five the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: if number ten is ranked one, that means your highest value is "Orderliness."

   Be sure to check with the teacher if you have any questions on scoring or ranking.

| No. of Times Circled | Key | | | Rank |
|---|---|---|---|---|
| | Security | 1. | To be reasonably sure about the future for myself and my family. | |
| | Influence | 2. | To have influence with people. | |
| | Recognition | 3. | To have people think well of me. | |
| | Helpfulness | 4. | To do things for my family and others. | |
| | Freedom | 5. | To have as much freedom as possible to do the things I want to do. | |
| | New Experiences | 6. | To do new and different things often. | |
| | Friendliness | 7. | To have friends. | |
| | Family Life | 8. | To arrange for a family atmosphere that makes for satisfying family living. | |
| | Religion | 9. | To do what is right according to my beliefs. | |
| | Orderliness | 10. | To have things neat, orderly, and organized. | |
| | Wealth | 11. | To have as many good things as possible. | |
| | Workmanship | 12. | To do things well. | |

# ATTITUDES AND PERSONALITY

## GOAL

The student will become aware of how attitudes shape personality and character.

You cannot judge a person by what others say about him,
but you can judge a person by what he says about others.

TITLE: Group Activity in Attitude Evaluation

PURPOSE: Attitudes are easily communicated for we display our attitudes without even saying words. An attitude is infectious and the resulting condition can result in either a positive or a negative state. Intellectually we state that we believe that persons with positive attitudes are winners, and persons with negative attitudes are losers. However, our problem is that our actions are not always consistent with what we claim to know. In order to make our actions consistent with what we believe, then we must develop strategies for enabling us to provide practice in developing right attitudes within ourselves and those with whom we work. Others are evaluating us continually by what they see and feel we display to them in our attitudes.

Attitude is defined as a way of thinking, feeling, or acting. It is also exemplified in others and an easily observable trait or behavior. Words are not necessarily spoken for the facial expression or the position of the body can show this feeling, mood, or purpose.

PROCEDURE: The following group activity is provided to provide reinforcement to attitude development. While groups are working in various group activities, have some students circulate among the groups and listen and keenly observe.

This group will attempt to identify as many attitudes as possible in the time period. The students are asked to identify at least one displayed attitude in each person. They are to write that attitude on a slip of paper and pin it to the backs of the student's shirt. Also they are asked to indicate in the right corner if the attitude was positive or negative.

Students should be asked to share this activity with the total group at the close of the period. Ask the students not to explain their activities to other members of the class.

SOME ATTITUDE WORDS TO GET YOU STARTED:

dependent
enthusiastic
exuberant
bored
apathetic
happy
loving
rude
pouter
helpful
irritating

cautious
uncertain
courageous
noisey
anxious
annoyance
know-it-all
haughty
unsure
dependable
annoyance

worried
excited
kind
cross
vain
optimistic
self-conscious
thoughtless
attentive
selfish
confused

absorbed
involved
uninvolved
sympathic
motivated
unconcerned
irritable
angry
cooperative
fault-finding
bossy

patient
modest
sarcastic
self-centered
stubborn
tense
tired

## Other Strategies for Developing Attitude Awareness:

1. Have the students identify both a positive and a negative attitude. Write the attitude on a 5" x 7" note cards or sheets of paper. Shuffle the cards and place them on a path around the room. Allow the students to take an attitude walk. Those standing on negative attitudes when the music stops will be seated. Continue until only one remains standing.

2. Role play attitudes of clerks and checkers in places of business or attitudes of students in the classroom.

3. Make attitude card, 3" x 5". Deal the cards to players in the group. Appoint a "boss"of the work situation. Pay bonus (paper money or privileges) to those players that turn up positive attitude cards.

4. Role play situations where attitudes toward authority, to minority groups, to government, taxation, homework, extra curricular activities, students' feeling, etc. are shown. Identify the attitude words as are appropriate to the situation.

TITLE: Personality Traits

PURPOSE: Each of us have a personality that we think we possess, and other people also have their idea of the kind of personality they think we have. Generally, the better we know each other, the more alike our personality trait impressions will correlate, and the more positive our attitude toward another's personality will be.

PROCEDURE

The following activity may be used in a language arts (English) class by having the students identify adjectives that describe people. From the brainstroming activity, make a list of adjectives and list them in the center of the paper on the left have them check the traits that are "How I See Myself." Fold these checks down and hand the paper to a friend or classmate - have them check on the right side "How I See You." Give the papers back and ask the students to circle only those personality traits that they both see the student having. Ask the students to identify some personality trait they are unwilling to accept about themselves and wish to change. This activity can be used in goal setting activity. (See page 80-87 )

NOTES TO TEACHER

Enclosed is another personality sheet that allows the student to rate their personality traits in low, average, high. Allow the students to circle those traits they are proud that they possess.

HOW I SEE MYSELF

HOW I SEE YOU

Thoughtful
Energetic
Outgoing
Shy
Hardworking
Sluggish
Moody
Cooperative
Independent
Dependent
Conservative
Serious
Sense of Humor
Talkative
Good Listener
Responsible
Interested In Others
Leadership
Scholarship
Self-Centered

TITLE: Ranking Personality Traits

PURPOSE: Many of us give little thought to the personality we display to others. Most of us possess certain character traits to some extent, but we seldom rate ourselves according to the degree we possess these traits. The following activity provides an opportunity for us to rate ourselves from low to high in some areas.

PROCEDURE

Make a copy of the activity on the following page for each student. Ask them to look closely at themselves and rate themselves according to the degree of each trait they think they possess. Students should feel free to add other traits to the list. This particular activity should be followed up by some goal setting activities found on pages 80-89 of this booklet.

| TRAITS | LOW | AVERAGE | HIGH |
|---|---|---|---|
| Energetic | | | |
| Outgoing | | | |
| Shy | | | |
| Hardworking | | | |
| Sluggish | | | |
| Moody | | | |
| Cooperative | | | |
| Independent | | | |
| Sense of Humor | | | |
| Serious | | | |
| Enthusiastic | | | |
| Friendly | | | |
| Responsible | | | |
| Interested in Others | | | |
| Leadership | | | |
| Scholarship | | | |
| Self-Centered | | | |
| Generous | | | |

TITLE: Who Are You?

PURPOSE: This exercise calls attention to the many hats we wear in life and shows how we often allow ourselves to be defined merely by the roles we have been assigned. It also opens up alternatives to consider for the criteria by which we judge ourselves.

## PROCEDURE

The teacher asks for three volunteers. They are asked to leave the room. The teacher calls in the first student and simply asks him, "Who are you?" When the student answers, the teacher asks again, "Who are you?" (Or, "And in addition, who are you?" or "Who else are you?") This process continues until the question has been asked ten times. Then, the teacher calls in the second volunteer and repeats the process.

After the third volunteer has finished, the teacher asks each student in the class to write down his own ten answers to the "Who are you?" question. (He might say, "If you had only ten words to convey who you are as a person, what ten words would you use?") When the students have all finished, the teacher calls for five or six volunteers to read their list of words aloud.

## NOTES TO TEACHER

Don't be embarrassed by the seeming gamery in the use of the three volunteers. Often, fascinating variations appear in how the three different people interpret and answer the question. This, in turn, elicits a wider range of alternatives from each student when he is asked to list his own ten answers.

TITLE: Chart Behavior

PURPOSE: Keeping a student behavior record might reveal a pattern.

Cooperates with others.

Makes good use of time.

Neat and orderly.

Pays attention and follows directions.

Exercises self control.

Accents responsibility.

STRIPS-NAMES AT END!

1. Talking out loud
2. Running in hall
3. Leaving room without permission
4. Interrupting
5. Poor Listener
6. Fighting
7. Not following directions
8. Poor Manners
9. Destroying Property
10. Disturbing Others
11. Dishonesty

NOTE: Living With Children, Patterson and Guillion.

TITLE: Your Personality: What Kind of Person Are You ?

PURPOSE: The purpose of this activity is to assist students in recognizing how attitudes and feelings about yourself shape personality and character.

PROCEDURE

Below you will see a double list of sentences that can describe you. Some of the statements are positive, some are negative. Please indicate how you see yourself most of the time. If for instance you see yourself as KIND most of the time, indicate it in the appropriate place. Some statements will have no responses.

| RATING MYSELF | MOST OF THE TIME | SOME OF THE TIME |
|---|---|---|
| I take my work seriously. | | |
| I am happy-go-lucky. | | |
| I study hard. | | |
| I never study very much. | | |
| I get good grades at school. | | |
| I generally make poor grades. | | |
| I read a lot. | | |
| I do not like to read. | | |
| I am good at aports. | | |
| I am poor at sports. | | |
| I like to be leader of the group. | | |
| I prefer not to be the person who decides. | | |
| I don't like for others to tell me what to do. | | |
| I generally do what the other members of the group suggest. | | |

| RATING MYSELF | MOST OF THE TIME | SOME OF THE TIME |
|---|---|---|
| I am responsible. | | |
| I generally do not do my homework. | | |
| I am often late to class. | | |
| I like to try new things. | | |
| I prefer to do things I am use to doing. | | |
| I get angry easily. | | |
| I seldom lose my temper. | | |
| I prefer to be alone. | | |
| I like to be with the group. | | |
| I like to talk. | | |
| I am generally very shy. | | |
| I have many friends. | | |
| I hate the way I look. | | |
| I am basically satisfied with how I look. | | |
| I am considerate of others. | | |
| I am inconsiderate. | | |

TITLE: Recognizing Mechanical Devices

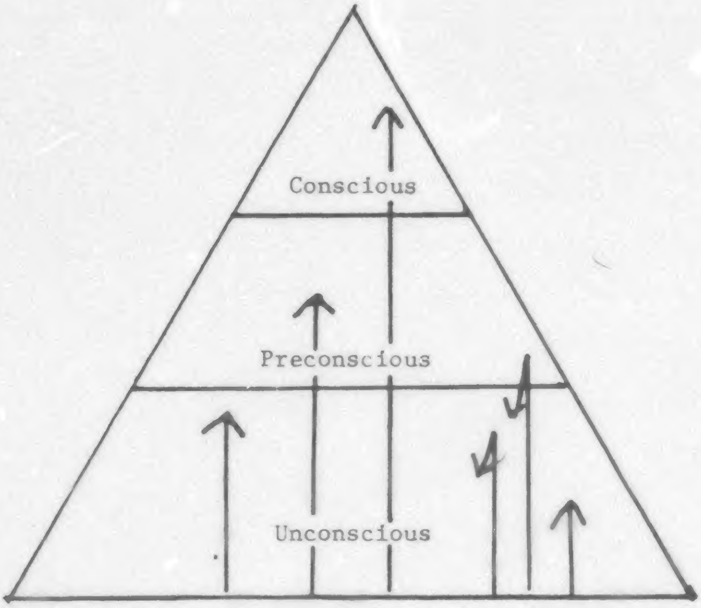
PURPOSE: The Hundred Dresses by Eleanor Estes allows for recognition of mechanical devices of personalities.

PROCEDURE

Role playing The Hundred Dresses is followed up with group discussion to the transparency "Mechanical Device: Repression." The discussion should center around the hierachy selection of urge to repress and urge to surface.

MECHANICAL DEVICE:

REPRESSION



TITLE: Self-Analysis of Attitudes and Personalities

PURPOSE: Individual students and teachers should gain insight into self-analysis of individual attitudes and personalities.

PROCEDURE

Open-end meetings with the teachers and students seated in a circle. Time allotted should be 30 to 45 minutes. The following guidlines may be used.

A) Blindness - What do you see with your eyes?

B) "What is the Constitution?" What happens if you do something on your own property that is against the law?

C) "How many think this is a kind class?"

D) Friendship - Joanne was new and she felt she had no friends in the class.

E) Mike was topic. Physically over weight and not too clean looking. Mike said he didn't like the class, because they didn't like him.

F) "Why do we go to school?" 1. Work 2. Poverty 3. Welfare

G) Why do we love?

H) If you have power to change into an animal, what animal would you change into?

I) What would you do if tomorrow morning you woke up and you were James Brown? Who would you like to be if you could wake tomorrow morning and be someone else.?

J) "How would you treat the children in this class if you were the teacher?"

K) "If you woke up tomorrow as a Negro instead of white, what difference would it make in your life?"

L) "If you woke up tomorrow as a girl instead of a boy, how would you behave?"

M) "Why do we pay taxes?"

N) "What should we do with children who are in trouble?"

O) What would you do if there weren't any t.v. sets?

P) If you were marooned on an uninhabited island, could you figure out a way to get off?

Q) How long should you know someone before you get married?

NOTE: This activity came from Reality Therapy by Dr. Robert Glasser, Harper and Row Publishers.

TITLE: What Is Important To Me?

PURPOSE: To help student rank his values involved in group interaction.

PROCEDURE

Suppose you could buy things or qualities about yourself. Let's say you had $100 to spend. Which of these qualities and/or things would you spend your money on and buy yourself? Write down the most money you would pay for each.

THE MOST I WOULD PAY FOR THIS IS.....

1. To be a good student $____________________

2. To have lots of people like me $____________________

3. To be good in sports $____________________

4. To be good in music $____________________

5. To have people stop bothering me $____________________

6. To be able to travel all over the world $____________________

7. To be an actor or actress $____________________

8. To be able to read $____________________

9. To be able to do math $____________________

10. To be able to be well behaved $____________________

11. To be able to talk with my parents $____________________

12. To have my teacher like me $____________________

13. To be invited to join a club or a group $____________________

14. To have a friend to talk to $____________________

15. To be able to never say an unkind word about anyone $____________________

TITLE: Personality Test

PURPOSE: Students need opportunities to look at themselves in non-threatening situations. The personality test given in this activity should provide opportunities for the students to do this. Ask the students to be honest with themselves. Allow time for sharing if the students desire, but do not press the issue.

PROCEDURE: Make individual copies for students to use. You may wish to use it as a pre-test, post-test. Use the post-test after several activities dealing with attitudes and personality.

I. I am here because ______________________________.

II. Fear and Aniety

1. I am afraid ______________________________.
2. My greatest fear ______________________________.
3. I feel tense ______________________________.
4. I worry ______________________________.

III. Guilt

1. I am sorry ______________________________.
2. I feel guilty ______________________________.
3. I am ashamed ______________________________.
4. I think that Hell ______________________________.

IV. Feelings of Inadequacy and Inferiority

1. My Father ______________________________.
2. They are saying ______________________________.
3. Somebody is trying ______________________________.
4. I am sorry ______________________________.

V. Hostility and Aggression

1. My thoughts ______________________________.
2. I am irritated ______________________________.
3. I fly off the handle ______________________________.
4. My greatest fear ______________________________.
5. I worry ______________________________.

VI. Suspicion and Paranoid Trends

1. The things that make me mad ______________________________.
2. Somebody is trying ______________________________.
3. Somebody wants me ______________________________.
4. My greatest fear is ______________________________.
5. I worry ______________________________.

VII. Attitudes toward Sexuality are expressed in many ways

1. My sex life ______________________________.
2. Sexual thoughts ______________________________.
3. I think that sex ______________________________.
4. Sex Relations ______________________________.

## TEST II

## "Self Image Test"

### Different Versions

I. A. Write down as many true statements as possible beginning with "I am."

1. I am ______________________________.

B. Tell who you are in twenty different ways.

TITLE: Knowing Where You Stand

PURPOSE: The student will publicly explain how he feels about various things that are important to his life and future.

PROCEDURE

The teacher asks for volunteers who would like to be interviewed publicly. The volunteers sit at the teacher's desk or in a chair in front of the room, and the teacher moves to the back of the room and asks the questions from there.

The first few times, the teacher reviews the ground rules. The teacher may ask the student any question about any aspect of his life and values. If the student answers the question, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the questions which the teacher poses. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, he may, at the completion of the interview ask the teacher any of the same questions that were put to him.

TO THE TEACHER

The Public Interview strategy is especially useful at the beginning of the year for helping students get acquainted with each other on a more personal basis. Each interview should usually be kept rather brief, five to ten minutes at the most, unless everyone is really involved and wants to hear more. With younger children the interview period should be even shorter.

The teacher can use the interview questions suggested here or make up his own. He may find it helpful to write the questions on a 3 x 5 card. Above all, the teacher must listen to what the student answers and show he is interested. The best questions, in the long run, are not the prearranged ones, but the ones that occur to the teacher spontaneously as he looks at the interviewee and thinks about what he is saying.

When students are being asked questions in front of the class, they often can't remember the questions you asked them when it is their turn to ask you questions. It sometimes helps to allow the other students to remind the interviewee of the questions you asked. ("Ask him the one about...")

Too many questions back to the teacher may take the focus off the student interviewee. Some teachers set a limit of three on the number of questions the student can ask back. Some teachers do not have each student ask questions back. Instead, they sometimes volunteer to be interviewed by one of the students.

Occasionally, the teacher may invite other members of the class to answer any of the questions the interviewee was asked. As the teacher becomes more adept at conducting the interview, he might suggest that students select the topic they would like to be interviewed about.

Sometimes, instead of conducting the interview himself, the teacher may select a student to conduct the interview. Care should be taken, however, to select students who know the ground rules well and are sensitive to and considerate of their classmates' feelings.

SAMPLE INTERVIEW QUESTIONS
(for general use)

1. Do you get an allowance? What Kind? Do you have to do anything for it?
2. Does your family do anything together that is fun?
3. If you could be any age, what age would you like to be?
4. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?
5. As you look at the world around you, what is something you sometimes wonder about?
6. Do you like to take long walks? Which place do you like to walks to the most?
7. About how much money do you plan to spend on Christmas gifts this year? Is that more or less than last year?
8. Do you watch TV much? How much?
9. How much do you like to give to charities, causes, etc.?
10. How do you feel about grades in school?
11. What do you plan on doing this Thanksgiving? Easter? Christmas? Summer vacation?
12. Have you ever made a choice that surprised everyone?
13. How do you deal with unpleasant aspects of your work, or of school?
14. What are you saving money for?
15. Do you buy records? What kind? Where do you get the money?
16. Have you ideas about what you would like to do when you are an adult?

17. What possibilities for your future have you talked over with your parents?

18. What does your father do for a living?

19. What are some of your father's interests or hobbies? What does he do when he isn't working?

20. Does your mother work?

21. What are your mother's interests or hobbies?

22. How do you spend your time after school?

23. Of all the things you do in your free time, which do you like most?

24. Which of your free time activities do you like least?

25. What magazines do you read regularly?

26. Do you subscribe to any magazines yourself?

27. What are your favorite TV shows?

28. Have you seen any movies in the last few months which you liked?

29. Tell me in a sentence or two about a movie you saw and why you liked it?

30. What are your favorite sports?

31. What books have you read that you liked?

32. Do you work after school or on Saturdays? Where? What are you using the money for?

33. What do you like best about school?

34. What do you like least about school?

35. If you could change some part of your educational program, what would it be?

36. If you were a teacher, how would you teach your classes?

37. Have you a hobby which takes up a lot of your time? What is it?

38. How did you get interested in your hobby?

39. Are your friends interested in the same hobby as you?

40. Are some of your friends not interested in your hobby?

# PROBLEM SOLVING

## GOAL

Given classroom experiences the student will become aware of problem-solving techniques.

A pessimist is one who makes difficulties of his opportunities; and optimist is one who makes opportunities of his difficulties.

**Title:** Problem Solving

**Purpose:** To help students understand the forces that affect their decisions and hence their ability to solve problems.

**Procedure:**

Explain to the students that they are going to take a problem and make two lists of things which pertain to the problem. The first list will be all the things that prevent you from solving the problem. The second list will be all the things that you have that will help you to solve the problem. Use only one sheet of paper and make your lists in columns side by side.

After having made the two lists, you review each item listed and circle the ones that are the most important and have the most influence on your problem. Then when you have narrowed your lists down to the most important items, make a new list showing only the circled items.

One of the important effects of this technique is that the list exposes any discrepancy between a person's actions and his values. Listing side by side all the known forces preventing a person from acting and all the known forces encouraging a person to act clearly shows the individual what is holding him back from solving his problem. He is more apt to try to make his values and actions more congruent.

The following example illustrates this technique:

PROBLEM: STOPPING SMOKING

| Forces Keeping Me From Stopping | Forces Encouraging Me To Stop |
|---|---|
| I enjoy the smell and taste | I am concerned over cancer and heart disease |
| It makes me more comfortable in a new situation | It costs too much<br>My parents want me to stop |
| It's a social thing to offer cigarettes and to borrow them | |
| Etc. | Etc. |

Title: Problem Solving

Purpose: To help students use their own personal strengths and values to work out a plan for problem solving.

Procedure:

We will look at three types of problem areas students are likely to encounter:

1. intra-personal - when a person is trying to maintain various values at equal levels of importance without assigning rank order to them.

2. inter-personal - when another person has different values than yours and a conflict between the two sets of values occurs.

3. institutional - when institutional values differ from yours and a conflict occurs.

Use your problem solving sheet. (1) Select a problem and write it at the top of the page. (2) Next try to identify the goal you wish to reach and (3) the barrier which blocks your reaching the goal, (4) your value in wanting to reach the goal and solve the problem, (5) the value (yours or other persons) which is keeping you from solving the problem.

______________________________
Problem

______________________________
Goal in Conflict — Barrier blocking the Goal

______________ ______________
Goal Value — Barrier Value

Three ways of solving the problem:

1. ______________________________

2. ______________________________

3. ______________________________

1. Most desirable outcome ______________________________

______________________________________________

2. Most likely outcome ________________________________

______________________________________________

3. Worst possible outcome ______________________________

______________________________________________

Solution for which there are strengths to achieve the most desirable outcome:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Title: Knowing the Difference

Purpose: To help students identify problems which they may or may not be able to do anything about.

Procedure:

1. Have students think about a problem that is of particular concern to them.

2. Have students write the answers to these questions:

(a) What exactly is the problem?
(b) How does it affect you?
(c) Does it affect other people? If so, who?
(d) What would have to be done to solve the problem?
(e) What can you do to help solve the problem?
(f) Can any person help you with the problem?

3. Using the answers to the above questions, it should be apparent whether the problem can be solved by the individual, or whether it is totally beyond his control.

4. Utilize problem solving check list with all students.

5. Lastly, provide an example of an unsolvable problem for the purpose of helping students deal with them.

--the imminent death of a loved one
--a narrow bridge which must be traveled over everyday
--having your worst enemy in class with you

Discussion here should be aimed at making youngsters realize that situations do exist which individuals must learn to adapt to. Ways of adjusting could then be discussed.

## PROBLEM SOLVING CHECKLIST

1. The problem should be clearly stated.

2. Get information about the problem.
   (a) List some people who might be able to provide information

3. List some alternative ways of dealing with the problem.

(a)

(b)

(c)

4. Determine probable outcomes of each alternative.

(a)

(b)

(c)

5. Choose a course of action which seems to offer the best chance for solving the problem.

Title: Better Solutions

Purpose: To have students suggest better solutions to inter-related problems.

Procedure: Read "Who's to Blame?" story to class. Students should be asked to rank the four characters from the most blameless to the least blameless.

Discuss roles in the story suggesting alternative problem solutions for each person. How would each suggested solution affect the other people in the story?

## WHO'S TO BLAME?

There is a junior high school student who is selling marijuana (pot) to junior high school kids because he desperately needs money to get the transmission fixed on his car. He needs the car to get to his job as a busboy at the country club. The car he bought, it turns out, had its transmission filled with sawdust, which kept it running just long enough to go beyond the ten-day guarantee given to him by the used car salesman. When confronted, the used car salesman said, "Look, that's just the way we took the car in. We didn't check it. We didn't do anything to it, good or bad. Go see the guy who sold it to me."

The man who sold the car to the used car dealer sold it in a hurry, because he bought a new house in the suburbs and he had to raise the money for the closing costs quickly or his family would have been without a roof over their heads. The car he sold was really their second car, and he was going to get around to getting the transmission fixed after they moved and got settled in their new house. But when the closing costs came due, he filled the transmission with sawdust and sold the car to the used car lot for the wholesale book price. The used car dealer cleaned the car up a bit, and sold it to the high school student at the retail book price, making about $85 on the deal.

The new house buyer said he wouldn't have done what he did if he hadn't been desperate, and he blamed the banker for not telling him well in advance what the closing costs would be.

The banker said, "Now, if he hadn't been so cheap, he would have hired a lawyer who knows all about closing costs, but he wanted to save a few bucks and do it himself. We handle too many deals here to be able to keep up with each individual who comes in for a mortgage. Anyhow, he ought to have known that there are always closing costs. But what can you expect from those kind of people? As soon as Blacks begin moving into their neighborhoods, they rush out here to the suburbs like the plague was after them and they don't stop to think about details like closing costs and mortgage fees and so on. Well, business is business, and we're in the business of lending money, we're not lawyers for people who don't know about closing costs."

Title: Solving a Problem as a Group

Purpose: To show students the processes and values involved when a group must solve a problem involving its own members.

Procedure:

The class will work in groups of 6 or 7. They are to imagine that they are a high level government group who must decide who will go to the fall-out shelter during an atomic attack. There are 10 people to choose from and only 6 places in the shelter.

The group must consider that these 6 people may be the only ones to start the human race all over again. There will be just an half hour to decide before the government group must go to its own shelter. They should try to make the best decision they can for the good of humanity. They should try not to be swayed by pressure from the others in their group.

Here is all you know about the ten people:

1. Bookkeeper; 31 years old.
2. His wife; six months pregnant
3. Black militant; second year medical student
4. Famous historian - author; 42 years old
5. Hollywood starlette; singer, dancer
6. Bio-chemist
7. Minister; 54 years old
8. Olympic athlete; all sports
9. College coed
10. Policeman with gun (they cannot be separated)

After groups have come to conclusion (half hour limit), lists can be compared and discussed. The group problem-solving technique should be analyzed. Was it easy to agree? Was a democratic method used? Did some people feel pressured by others? Did one or more persons dominate the problem-solving session?

TITLE: Starting Life Over Again

PURPOSE: To help students realize what some of the basic decisions are that affect interpersonal relations.

PROCEDURE

Distribute story of Terra to students. The story may be read and discussed in class or may be role played by a small group.

TERRA

In the year 2000, the world ran out of oil and gasoline. All cars, trucks, trains, and planes could not move. All factories had to close down. Suddenly, millions of people all over the world were without work. With no work, they earned no money. Soon there were millions of hungry people. They began fighting for every scrap of food. Civil wars broke out in every nation.

The U.S. decided to get a group of students together and take them out of the country by ship. The U.S. wanted to save their lives.

For a while, the ship carrying the students sailed smoothly. But a few weeks later, a storm came up. The ship hit a large sandbar. It started to sink. The students got into lifeboats. They swam to an island.

When they got to the island, the students listened to their transistor radios. They learned that their homes had been destroyed. They learned that hunger and disease were spreading all over the world. They decided to spend the next 10 to 15 years on the island. They named the island Terra.

The students are the only people on Terra. The island is very beautiful. There are plenty of coconuts, bananas, and other fresh fruits to eat. There are fish in the waters to catch. There is fresh water to drink in the hills. The average temperature is 80 degrees.

CAN YOU LIVE ON TERRA?

Suppose that the students in your class are the young people on Terra. You have escaped the hunger, disease, and violence of the world. But you have a lot of work to do if you want to survive on Terra.

Every day brings a new problem. So this game is divided into days. You may want to divide your class into groups. Then each group can work on a different problem. Or, you may want to choose people to act out the parts of the young people on Terra. Then your entire class can listen and decide how to solve the problems.

Remember, there are no right or wrong answers. Only you can decide the rules you will live by on Terra.

DAY 1

LARRY: Now that we are all together, we must choose a leader. We need someone to make decisions. We need someone to tell us what to do so that we don't all die here.

SARAH: But Larry, we know what we have to do. We know we all have to work together to build homes, find food, and everything. We don't need a leader to tell us that.

SAM: We need a leader who can tell each one of us what our job will be. We won't get anything done without a leader.

ALICE: We are all the same here on Terra. We don't want some people to be leaders and some people to be followers. Why don't we choose a new leader every day, or every week? That way, one person won't get more powerful than everyone else.

SARAH: I still say we don't need a leader at all. Why don't we just choose someone else to be in charge of building homes. And someone else to be in charge of building a fire. And someone else to be in charge of getting food.

LARRY: That's no good. I want to be leader. Anyone who wants me to be the leader, follow me!

This is a serious problem. Do you need a leader or not? You must decide. Make two lists. On one list, write down all the reasons you can think of for having a leader. On the other list, write down all the reasons for not having a leader. If your class decides you need a leader, then you must decide how to choose one. Your class must solve this problem as quickly as they can!

DAY 2

There is much work to do to keep your group together--and to stay alive. For example, some sort of shelter must be built. What other jobs must be done during your few months on Terra? Make a list of all the jobs you can think of.

DAY 3

SAM: I am marking off this part of the beach. This is my land.

LARRY: If you're taking part of the beach, I want that hill over there. I claim it. It's mine.

ALICE: Wait a minute! Stop! We all own this whole island together. Let's not divide it up. There isn't enough good land to give everyone an equal share. So some people won't get any land at all. That will only lead to fights and trouble!

SAM: No. I want my own property. I may have kids some day. I want something that I will be able to pass down to them. I want something I can call mine. Something I can be proud of!

SARAH: But the whole island is yours. Let's all enjoy it together.

You must decide what to do about the property. Should everyone own the entire island together? Should you divide it up? If you do divide it up, some people will not get good land. Where will they live? Will they have to work someone else's land in exchange for living on it? Will they have to pay rent for land they use? You must decide how to solve this problem.

DAY 4

SARAH: Mmm, those oranges you picked look great, Larry. Can I have one?

LARRY: I'll trade you an orange for one of those coconuts you pulled down.

SARAH: Are you kidding? One coconut is worth at least four oranges!

LARRY: I'll give you two oranges for one--no more.

BOB: Does anyone want this rope I made? I'll take 10 coconuts for it.

SARAH: Ten coconuts? How about five coconuts and these bowls I made?

BOB: Bowls? I don't want bowls. I want coconuts.

LARRY: You know what we need? We need money. It's too hard to trade stuff all the time.

SARAH: Oh, no! I'm glad we don't have to worry about money on Terra.

BOB: We have to have money, Sarah. If I make a rope, I should be paid for it. Then I'd have the money to buy your bowls.

SARAH: No. We all work for the fun of it--and because we have to. We don't need money as a reward. We will share everything.

LARRY: I don't agree. Money isn't a reward. It's a way to help us trade the things we grow and make. The person who works the hardest should get the most money. It's only fair. If we share everything, some people won't work at all.

SAM: Money only leads to stealing. We don't want rich people and poor people on Terra. We all want to be the same.

BEN: That's stupid, Sam. If we don't have money, people will just steal the goods we grow and make. We need money. I won't work unless I get paid for it.

You must decide what to do about this problem. Should you have money or not?

What problems would you have with money? What problems do you have without money? If you decide to have money, who will get the money? Will everyone get the same amount each week? What will you use for money? You must decide.

DAY 5

Five members of your group disagree with the decision you made about money. They say they will not go along with your decision. You must decide what to do about them. Should they be punished? Should they be put in prison? Should you just leave them alone? You must decide.

DAY 6

ALICE: Someone has been leaving banana peels by the main camp fire. We need a law against people who litter.

BOB: That's right. We don't want pollution on Terra. We need a law against littering.

SARAH: Are you crazy? We don't want laws at all. Once you start making laws, you can't stop. First thing you know, everything is against the law.

ALICE: We have to have laws. But the problem is, how will we enforce the law. Maybe we need to assign some people to be police.

BENNY: No. We don't need police. Not on Terra. If we draw up a list of laws, we will all obey them. Those who don't obey the laws will be punished by all of us.

SARAH: Maybe we just need laws about important crimes--like murder or stealing. Maybe we should just have a few laws against big crimes like those.

Now you must solve this problem. Do you need laws or not? If so, what laws? Who will make the laws? How will you enforce the laws? You must decide. After you decide, act out what happens next to the litterers.

DAY 7

You have been on Terra for nearly a year. Everything has been going smoothly. Then one day, three boats appear. A group of 20 people have come to Terra. You greet them.

"We are going to live on Terra," their leader says. "But we do not wish to live with your group. We want to stay by ourselves. We can live in peace. Just give us half of the island."

"No," you say. "We don't think there should be two groups on Terra. We welcome you. But you must live and work with us. We have worked hard here. We don't want to give away half of our island. Stay with us."

"No," their leader says. "We don't want to be with you. If you do not give us half of Terra, we will fight you for it."

You must solve this problem. Do you give them half of Terra? Do you try to talk them into staying with you? Do you have a summit meeting--your leader talking to their leader? Or do you go to war to keep them from taking half the island? You must decide. Then act out what happens next.

WHAT THREE THINGS WOULD YOU TAKE WITH YOU TO TERRA?

You and your classmates are taking a ship to an island. On the island, you are going to start life over again from scratch.

Your clothes and some food you will need have all been put onto the ship. Each of you is allowed to take THREE other things with you to the island.

WHAT THREE THINGS WOULD YOU TAKE? They could be anything! Think hard!

Taken from SEARCH, September 1974. Scholastic SEARCH.

**Title**: Student Problem Checklist

**Purpose**: To help students identify their own problems with personal relationships.

1. I have difficulty making friends.
2. I do not know of anything I can do well.
3. I do not know how to take notes.
4. I do not get along with my parents.
5. I have difficulty doing what I know I should be doing.
6. I do not know how to do math problems.
7. I have difficulty doing an outline of a chapter.
8. I am not interested in my studies.
9. I do not have any friends of the opposite sex.
10. I cannot read fast enough to cover all my assignments.
11. I have difficulty understanding what I read.
12. I do not feel an education is worth the effort.
13. I have trouble studying.
14. I lack self-confidence.
15. I am dissatisfied with my appearance.
16. I am smaller than other people.
17. I am bigger than other people.
18. I can't talk plainly.
19. I have a pain a lot of the time.
20. I have something wrong with me.
21. I don't like school.

22. I would like to join a club.

23. I am afraid of failing in school work.

24. I don't like art.

25. I don't like teachers always telling me what to do.

26. I have too much work to do at home.

27. I have nothing to do or play with at home.

28. I am afraid of brother or sister.

29. I wish I could take music lessons.

30. I wish I had a room of my own.

31. I am too bashful.

32. I don't know how to act at parties.

33. I am afraid kids don't like to play with me.

34. I am never chosen as the leader.

35. I don't like being talked about.

36. I am afraid to try new things myself.

37. I can't forget mistakes I've made.

38. I am afraid God will punish me.

39. I don't have enough time for fun and play.

40. I wish I wouldn't lose my temper.

41. I am hungry most of the time.

42. I don't like to eat.

43. I am not strong enough.

44. I am afraid of being too fat.

45. I am afraid of being too thin.

46. I am not doing too hot in school.

47. I am not smart enough.

48. I don't like teachers.

# DECISION MAKING

## GOAL

Given classroom experiences the student(s) will become aware of decision-making skills.

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

I cannot learn to
    Decide
If you make my
    Decisions.
I cannot learn things
    By myself
If you tell me what
    To be.
Let me choose what
    I must learn.

**Title:** Decision Making

**Purpose:** Given classroom experiences the student(s) will become aware of and practice decision making skills.

**Procedure:** Leader will teach steps in decision-making

1. Recognize the problem or the decision to be made
    a. Have students identify 5 of the most important decisions they'll ever have to make in their lives.
    b. Have students list all of the decisions they will have to make tomorrow and provide time for sharing some of these.
2. Gather information about the problem
    a. Leader relates common mistakes in information gathering
        1. Not knowing alternatives
        2. Not knowing possible outcomes
        3. Misinterpreting importance of data
        4. Collecting irrelevant data
    b. Have students refer to a decision in (1a) and list information needed to make an intelligent decision.
    c. Identify some national or international problems and have students discuss or write about what kind of information is needed to make good decisions.
    d. Have students make out "mock" schedules for the next school year and have them discuss the kind of information needed and ways to gather it.
3. List the alternatives and possible outcomes
    a. Have students form groups and identify an important decision they have to make and identify some alternatives and possible outcomes.
4. Consider values and goals in decision-making
    a. Have students list the values and goals that were involved in important decisions they have made.
    b. Have students list their values and goals (see attached sheets).

5. Reach a decision and act on it

   a. Give students opportunity to make some decisions utilizing entire decision-making process.

   b. Give students open ended statements to work on:
   I (would, would not) cheat on a test because
   ______________________________________________.
   I (would, would not) smoke pot because ___________
   ______________________________________________.

   c. Have students attempt to reach decision on a personal problem or concern.

   d. Use "The Free Choice Game," strategy #52 in Simon's Value Clarification.

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## MY VALUES

I. My Five major values

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

II. Values that have little importance to me

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

III. Career Values (Rank according to your preference)

_______ High Salary
_______ Contribution to others
_______ Job satisfaction (happiness)
_______ Lots of vacation time
_______ Opportunity for Travel
_______ Job security
_______ High prestige job (receive public acclaim)
_______ Adventurous job (sometimes dangerous)

IV. Family life values (check personal preference)

_______ Bachelorhood
_______ Marriage with no children
_______ Marriage with children

**Title:** Decision Making

**Purpose:** To force the student into a situation where he has to make a decision immediately. Show value of weighing matters when the problem arises rather than always postponing the matter until one can "sleep on it" or allow it to linger on until the problem is greater.

**Procedure:**

1. Teacher identifies sample decision and defines it.
2. Discuss importance of breaking down a problem and write down all possible courses of action including those courses that may not be desirable.
3. Explain "alternatives"--terms and possible choices that affect decision.
4. Use of sample worksheet to make the decision--making process more visible:

   (a) decision (b) alternatives (c) outcomes

**Notes to the Teacher:**

5. Allow the students to write some problems that they must make a decision on sometime in the near future.

### DECISION MAKING WORKSHEET

Decision to be made: ________________________________________

______________________________________________________

| ALTERNATIVES: | OUTCOMES: |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Decision: ____________________________________________

______________________________________________________

______________________________________________________

Title: How Would You React?

Purpose: People are often unsure of their wants. It is hoped that this exercise will guide students to what they want. Freedom of choice and power of self-determination should be stressed.

Procedure:
1. Discuss distinction between decision and outcome.
2. Discuss examples of constant decisions which face us: "What time to get up; whether to sleep 10 minutes longer; pay attention in class or ignore surroundings."
3. Use of sample worksheet of concerns which could face students.
4. Help students to see difference between a decision freely made and one made under coercion.

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1. How would you react to a choice between a new car and your first year of college?
2. How would you react to pressure from friends who encourage booze and drugs?
3. How would you react to your parents who just gave you a choice between late hours and moving out of the house?
4. How would you react to a grade you consider unfair from a teacher?
5. How would you react to being charged with a crime of which you are innocent?
6. How would you react to a chance to assume a good salaried job if it meant quitting school?

Title: Decision-Making--Homework

Purpose: To help the student(s) consider the consequences of a decision before making the actual decision. The goal is to encourage the student(s) to think ahead about possible consequences that will result from a particular decision.

Procedures:

1. Find a student not working on his assignment and ask him why he has decided not to work.
2. Ask the student to write down what he thinks might result from his negative decision.
3. Now ask him if he thinks his decision is a wise one, since it places him in an unhappy situation.

Notes to the Teacher:

This activity will work best in a one-on-one situation.

Title: Either-or Forced Choice

Purpose: The purpose of this exercise is to give students some practice in making decisions. It is important to recognize that making a decision involves making a choice between competing alternatives. These choices require students to examine their feelings and their self-concepts and values.

Procedure: The teacher asks students to move the desks to that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like: "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room, he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES:

Are you

______________ 1. More of a saver or a spender?
______________ 2. More like New York City or Colorado?
______________ 3. More of a loner or a grouper?
______________ 4. More like a rose or a daisy?
______________ 5. More like breakfast or dinner?
______________ 6. More like summer or winter?
______________ 7. More a leader or a follower?

Notes to the Teacher: Encourage the students to suggest additional either-or pairs for further discussion

Simon, Sidney B., Values Clarification, Hart Publishing Co., Inc.,

Title: Alternative Action Search

Purpose: This strategy enables students to consider alternatives for action in various specific situations. The goal is to encourage students to bring their everyday actions more consistently into harmony with their feelings and beliefs.

Procedure:

The teacher may introduce this activity by initiating a discussion about things that we did that we later regretted. Then the students are presented with a specific situation or vignette (see examples below) which calls for some proposed action. The teacher then asks, "Now, given all your beliefs, feelings and values related to this vignette, ideally, what would you want to do in this situation?"

Each student, individually, is to write out briefly what he would do in the given situation. Then the students break up into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. They may not necessarily end up in agreement, but they should try. After ten or fifteen minutes, the discussion can move to the whole class.

Notes to the Teacher:

The Alternative Action Search is an excellent activity for simulation. Members of the small group can enact the situation as described, and try out the proposed solutions to see the possible consequences.

Students and teachers can suggest situational dilemmas from their own lives as examples for the Alternative Action Search.

SAMPLE VIGNETTES:

1. You are walking behind someone. You see him take out a cigarette pack; withdraw the last cigarette; put the cigarette in his mouth; crumple the package and nonchalantly toss it over his shoulder onto the sidewalk. You are twenty-five feet behind him. Ideally, what would you do?

2. You have forgotten your last two dentist's appointments. The dentist was furious the last time. You have an appointment today. You look up and see it is exactly 2 P.M., which is when you're supposed to be there. It is a 20-minute walk to his office and there are no buses. What would you do?

3. You're driving on a two lane road behind another car. You notice that one of his wheels is wobbling more and more. It looks as if the nuts are coming off, one by one. There's no way to pass him, because cars are coming in the other direction in a steady stream. What would you do?

4. You're at a job interview, your prospective future boss wants to take you to lunch. At lunch you drop a plate of spaghetti on his new suit. What would you do?

5. You're taking a really lousy course at the University. You're not doing well in the course. On the day of the final exam, someone offers to sell you a copy of what he claims is the final for only $5.00. What would you do?

6. You are new in town and you take your car to what is supposed to be the best garage in town. You tell him you need points and plugs, and you ask routinely if he would save the old plugs and points so you can see them. He says, "What's the matter, don't you trust me?" What would you do?

7. You have been late to work three times in the last month. You have to be at work in ten minutes and your tire goes flat. What would you do?

8. You are new on a job and you feel responsibilities are being pushed on you just because your new. What would you do?

Title: Career Decisions

Purpose: The student will formulate a process for making decisions and set realistic goals in the areas of self-awareness, career awareness, and economic awareness.

The student will identify and practice setting short-term goals, differentiating between the realistic and unrealistic goals by selecting courses for hypothetical persons and then for himself for the following year.

Procedure:

1. Given the course descriptions for grades 8-12 and teacher-counselor devised worksheets, the student will select courses for each respective grade for the following:
    1. Professional worker (doctor, lawyer, teacher, etc.)
    2. Skilled worker, (plumber, electrician, secretary, etc.)
    3. Semi-skilled worker (waitress, machine operator, etc.)
2. Given a hypothetical decision-making situation depicting a career decision, the student will determine whether or not the decision of the main character was realistic or unrealistic.
3. Students will tour 8th grade elective classes and/or be given presentations by teachers of such classes.
4. Teacher and counselors will assist students in making meaningful and tentative (or actual) 8th grade course selections and tentative 9th grade course selections.

Notes to the Teacher:

Obtain course descriptions from your school counselor. With the assistance of the school counselors, you may wish to devise a worksheet showing the required courses for each grade, the options, and the number of possible electives at each level--BUT keep it simple.

Title: Role-Playing Situation

Purpose: Students need vicarious experiences in decision-making that will enable them to learn the skills in decision making. Providing situations that enable students to practice decision making can be an exciting change to classroom routine.

Procedure: Duplicate the following situation and allow the students to work through the steps in decision making. Allow the students to discuss their "decisions." Students may also write situations for other students to work with.

SITUATION #1: You have just been involved in an airplane crash in which you are the only survivor. The accident has left you stranded on a small level spot high on a mountain. There is no possible way you can leave the spot without a very good chance of death, and there is no radio with which to call for help. Your only chance of recovery is to build a fire and wait for a rescue airplane to spot your position.

Your immediate problem is food. While there is adequate clothing and shelter from the remainder of the aircraft, no food supplies have survived the crash. Furthermore, there is no food supply available on the spot on which you find yourself imprisoned.

Besides yourself, there were two other passengers on the plane and the pilot. You are not personally acquainted with any of the others, all of whom are dead.

After a careful study of the situation, you come to the conclusion that you will probably starve to death some time before you will be rescued. You have only two alternatives--death by starvation, or cannibalism.

MAKING THE DECISION:

In making a well-thought out decision, some logical method of procedure must be worked out. The following steps are an example of such a method:

1. DEFINE THE DECISION (or problem)

2. DETERMINE YOUR VALUES (what you value more in the problem or decision)

3. EXAMINE THE INFORMATION (and seek new information if possible)

4. ASSESS THE RISKS AND COSTS (in choosing each alternative that is available)

5. DEVELOP A PLAN OR STRATEGY

6. MAKE A DECISION

# GOAL SETTING

## GOAL

The student will become aware of his/her goals and of goal setting criteria.

A wise man thinks ahead;
a fool doesn't
an even brags about it.
Proverbs 13:16

TITLE: Guidelines for Goal-Setting*

PURPOSE: Once a person has decided where he is, who he is, and where he wants to go, he has identified what success means to him. Now he needs to learn how to establish goals to carry him along the road to success.

PROCEDURE

One of the valid criticisms of psychological and educational behavior-modification theories has been that the professionals have used them to try to manipulate people. They decide what others would do and then devise ways for them to get into action. The intent of our Motivation Management Program is to help people decide for themselves what they want to do and then devise their own systematic procedures for achievement.

Thus, learning how to establish goals is at the root of our system of motivation. It is important that one observe the following guidlines. A goal must be:

CONCEIVABLE

You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two should be.

BELIEVABLE

In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self . . . bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for setting in culturally-deprived areas.

ACHIEVABLE

The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese forty-five year old man, it would be foolish for you to set the goal of running the four-minute mile in the next six months. That simply would not be achievable.

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*Adopted from CHOOSE SUCCESS: HOW TO SET AND ACHIEVE ALL YOU GOALS by Dr. Billy B. Sharp with Claire Cox. New York: Hawthorn Books, 1970.

## CONTROLLABLE

If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved . . . or, the goal may be stated as an invitation. For example, if one's goal were to take his girl to a movie on Saturday night, the goal would not be acceptable as stated because it involved the possitility that she might turn him down. However, if he said his goal were merely to invite the girl to the movie, it would be acceptable.

## MEASURABLE

Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal were to work on your term paper this week. You would specify your goal by saying, "I am going to write twenty pages by 3:00 p.m. next Monday." That way the goal can be measured. When Monday comes, you know whether you have done it.

## DESIRABLE

Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do. In other words, there should be a balance in life, but the "want" factor in our program is vital to changing one's style of living.

## STATED WITH NO ALTERNATIVE

You should set one goal at a time. Our research has shown that if a person says he wants to do one thing or another . . giving himself an alternative . . he seldom gets beyond the "or." He does neither. This does not imply inflexibility. Flexilility in action implies an ability to be able to make a judgement that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any point and drop it for a new one. But when you change, you again state your goal without an alternative.

## GROWTH FACILITATING

Your goal should never be destructive to yourself, to others, or to society. A student recently set a goal to break off fourteen car antennas before 9:00 a.m. the next morning. The goal was certainly believable, achievable, measurable and so forth. Obviously, the group cannot support such a goal. If a member is seeking potentially destructive goals, the group should make an effort to encourage him to reconsider.

TITLE: Goal Setting Contract

PURPOSE: This activity will give student an opportunity to write up a contract which commits them to both long and short range goals which are conceivable, believable, achievable, measurable, etc.

PROCEDURE

1. Have each student determine a long range goal (not to exceed school term) as well as a short term one (one to two weeks).
2. Ask students to make out a contract relating to each of the goals.
3. Have the students sign and date the contract. In addition, it is signed by a pre-determined contract holder, a friend who shall witness the resolution and who will serve to encourage the document signer to honor his commitment.
4. As an added incentive, plan some type of appropriate celebration that might be planned upon contract fulfillment.

## GOAL SETTING CONTRACT

(Short Term Goal)

I, ______________________________ resolve to achieve the following
your signature
short term goal (achievable within one or two weeks):

______________________________________________________________

______________________________________________________________

______________________________________________________________

By ____________________________ I will have fulfilled this contract.
due date

I, ______________________________ hereby witness the above
contract holder
resolution on _______________________ and upon due date will cerify
today's date
as to contract fulfillment.

Contract was fulfilled_____________

Contract was not fulfilled__________

Date_________________________ ______________________________
your signature

______________________________
contract holder

# GOAL SETTING CONTRACT

## (Long Term Goal)

I, ______________________________ resolve to achieve the following long term goal (achievable during the school year):

______________________________________________________________

______________________________________________________________

______________________________________________________________

By ______________________________ I will have fulfilled this contract.
due date

I, ______________________________ hereby witness the above resolution on ______________________________ and upon due date will certify as to contract fulfillment.
today's date

Contract was fulfilled ______________

Contract was not fulfilled ______________

Date ________________

______________________________
your signature

______________________________
contract holder

# MY GOALS

1. My major Goals in Life:

    1. ______________________________________________

    2. ______________________________________________

    3. ______________________________________________

2. My Plans for Achieving these Goals:

    1. ______________________________________________

       ______________________________________________

    2. ______________________________________________

       ______________________________________________

    3. ______________________________________________

       ______________________________________________

3. Things I am doing right now to realize these goals:

    1. ______________________________________________

    2. ______________________________________________

    3. ______________________________________________

4. Things I am going to improve on in order to be better able to realize my goals: ______________________________________________

   ______________________________________________

6. I need more information on:

    1. ______________________________________________

TITLE: Goal Setting - Evaluation of Actions

PURPOSE: The evaluation is to help in creating an environment in the classroom that causes a personal growth in individual students.

PROCEDURE

The following is a suggested format for self evaluation:

## THIS WAS THE WEEK THAT WAS

1. The best thing about this class this week was ______________________.

2. The worse thing about this class was ______________________________.

3. Check how you feel about your work and your behavior this week.

| | Pretty Good | Tried Hard | Didn't Try |
|---|---|---|---|
| A. Reading | ____ | ____ | ____ |
| B. Composition | ____ | ____ | ____ |
| C. Class Participation | ____ | ____ | ____ |
| D. Class Behavior | ____ | ____ | ____ |

4. Most of the time I treat others students in a way that made them feel:

Good Angry Afraid

5. My teacher behaved in a way that made me feel:

Important Angry Happy Stupid Afraid Smart

6. If the week were to start all over again, here are things I would want to do better:

A.

B.

C.

7. Next week I think I will:

A.

B.

C.

Second Procedure - A second approach to evaluating students'actions.

HOW DO I FEEL ABOUT . . .

1. I like most of the kids in my class.
2. Most of the boys and girls in this class are good to me.
3. Most of the time I am a helpful student.
4. I like to boss other kids around.
5. Sometimes I behave like a bully.
6. Sometimes I like to do things that will make the entire class laugh.
7. I am pretty quiet.
8. When someone needs help, I try to help them.
9. When someone gets in trouble or can't do very well, I usually laugh at them.
10. I like to say nice things to people in the class.

# COMMUNICATIONS

## GOAL

Given classroom experiences the student(s) will become aware of the importance of communication skills.

When I want to speak, let me first think; Is it true?
Is it kind? Is it necessary? If not, let it be left unsaid.

Title: Ice-breaking Communications

Purpose: The purpose of this exercise is to help the students become comfortable with a new group, new teacher and possibly a new school building. It also helps the teacher get to know his students early in the term.

Procedure:

Split the students into two groups where the majority of the students in one group do not know the majority of students in the other group. Instruct the students to choose a partner that they have not previously known from the other group. After all students are paired off, have them talk to each other for five minutes in order to get acquainted. Then have each person introduce his partner to the whole class based on what he can remember from his initial conversation with this partner. The other partner then repeats this procedure. Go around the room until all students have had their turn at introducing and being introduced.

Notes to the Teacher: It will be helpful to list on the chalk board some recommended questions to answer in getting acquainted with a stranger. Such things as, "What's your name?", "How old are you?", "How many are in your family?", "What are your hobbies?"

Younger students will need more help and encouragement, but will benefit from and enjoy this exercise.

Title: How Did You Say It?

Purpose: To discuss and evaluate communication forms--

(1) words (2) silence (3) facial expression
(4) gestures (5) attitudes

Procedure:

1. Communicate a thought with words and then ask class to present the same idea without speaking.
2. Illustrate common gestures (eyes, hands, stance, etc.).
3. Communication skills game--have two students pair off and introduce themselves; bring in two other members to the group and allow students to introduce themselves. Have one of the four introduce his three new acquaintances to the class by telling what they told vocally about themselves and the type of impression they also communicated.
4. Discuss how attitudes are often inherited from parents or from peers.
5. Discuss how most private thoughts are very evident on our face.

Title: Looking at Life's Successes

Purpose: To assist each person in learning to realize that in every person there are certain things that he/she feels are successes, and to learn to identify the success patterns in his/her life.

Procedure: In this experience we ask the students to divide their life into 3 to 5 year segments starting from the present day and going back as far as you can remember. This does not have to be in exact segments. For each of these segments write down as many successes as you can remember. If we were to ask them to list the failures, they could probably fill the pages, but dwelling on successes is more difficult. Approximately 72% of our daily input is negative. A child hears approximately 200 negative statements a day, from family, friends, teachers, newspapers, and television? We need to encourage students in realizing that they have all had some successes in their lives.

You may have the group to brain-storm on different areas in which people can have success and write these areas on the board. Some possible success areas are family, education, sports, community, religion, job.

After the group has had time to list their successes, draw names from the group and have them share with the others.

Notes to the Teacher:

Below are some patterns that may emerge from group evaluation of the successes listed by the students.

EXTERNAL VALIDATION: Relies on persons, institutions outside of self.

INTERNAL VALIDATION. Relies on internal frame of reference.

FAILURE AS A SPRING BOARD TO SUCCESS

SELF-WILLING

CONFLICT

COMPETITION

SELF-DISCIPLINE

Title: A Personality Box - A Speech Exercise

Purpose: The purpose of this exercise is to help the teacher and the students become more aware of one another's likes and interests.

Procedure: The students are assigned a project for the next day. This is a good beginning speech exercise. They are each to go home and find a box (shoe box, cardboard box, etc.). They are to wrap the box to reflect their personality. Inside the box they are to put things from their room that will tell something about them. As each item is brought from the box on speech day, they are to tell us why they chose this item to show us. Even the cover is to be explained as to how it reflects on their personality.

(Option) Teacher may also bring a box and go first to share something of herself/himself.

Title: Non-verbal communication

Purpose: The purpose of this exercise is to show students that there are ways of communicating that do not involve any spoken words. In this case we are going to concentrate on learning about how a person feels based on his actions and appearance.

Procedure:

Ask for a volunteer to demonstrate a certain feeling. Such feelings as "happy," "sad," "angry," "shy," "having a cold," "being frightened" and any others you care to add are appropriate. Have the volunteer choose one of these and do not let anybody know which one he/she has chosen. Give him/her a minute or so out in the hall to decide on how he/she is going to "act" to convey the appropriate feeling. Then have the volunteer enter the room and take his/her seat while the rest of the class observes this.

After the "acting" is over, have other students try to guess how the volunteer is acting with regard to the way he is feeling. When the correct answer is given, switch to a discussion on how you behave toward a person who felt that way.

(Notes to the Teacher) Stress how important it can be to understand how another person feels and act appropriately. Point out that this can be very helpful in learning how to get along with others especially parents, teachers, bosses and friends.

Title: Observations and Decisions

Purpose: The purpose of this composition and speech effort is to help the student become aware that what he is--he is becoming.

Procedure:

Tell the student--Look around you, at that boy; now at that girl. How well do you know that person? From what you really know of their character, what do you think they will be like years from now?

The date is twenty-five years from today. You have just seen a former classmate, the first time since your high school days. You knew that person fairly well then; they made a distinct impression on you. You could have almost predicted what they would be like at this stage in life, and you would not have been far from knowing the truth.

For Composition: Without naming the person, tell us about his/her life now--the life you could have foretold for your classmates. Read paper aloud.

Title: Who Are You?

Purpose: To consider different ways by which students may judge themselves.

Procedures:

Teachers ask for volunteers--usually three. The volunteers leave the room. Each volunteer comes in separately and is asked by the teacher, "Who are you?". Then,who else are you? Each person is asked the question ten times.

After all volunteers have been questioned, each student in the class may be asked to write down his own ten answers to the "Who are You" questions.

Volunteers may be asked to read their answers aloud to the class.

Title: All About Me

Purpose: To provide students with an opportunity to think, make statements, about their lives in a systematic, on-going way.

Procedure:

Teacher has students write a story in their notebooks every other day. Stories may be titled:

1. Who am I? ______________________________
2. Who takes care of Me? ______________________________
3. I am proud ______________________________
4. Someday I want to be ______________________________
5. My funniest experience is ______________________________
6. If I could change the world ______________________________
7. My friend ______________________________

Students may read their stories aloud to class. They may add to them, change them or organize them into an autobiography.

Title: How's Your Self-Image?

Purpose: To improve the image one has of himself by a thorough evaluation of his qualities as he sees himself and as others see him.

Procedure:

1. Class discussion on how open or closed we often are with our feelings. Discuss the importance of secrets and maintaining private thoughts in our lives. Discuss how thoughts which once we considered very intimate, are now known by casual acquaintances, but yet, there are still some private thoughts we cling to.

2. Draw a set of 5 squares and designate each as one of the following: self, intimates, friends, acquaintances or strangers. Allow the students to put 2-3 comments in each square which they reserve for themselves or others.

3. Allow each student to complete the attached sheet. Each sheet should hold a photograph of that person. The idea of this project is to improve one's self-image.

BUILD YOURSELF UP!

IMAGE
Why do you like this photograph of yourself?

BODY
Describe something that you like about your physical self.

ABILITIES AND TALENTS
Describe something you do relatively well and that you enjoy doing.

PERSONAL QUALITIES
Describe some of your positive personality characteristics and attributes.

ASPIRATIONS
Describe some of your goals, ideals, or aspirations about which you feel good.

# PERSONAL HABITS

## GOAL

The student(s) will become aware of his/her habits and make necessary changes to improve themselves.

**Were we to take as much pains to be what we ought, as we do to disguise what we are, we might appear like ourselves without the trouble of any disguise at all.**

Title: Recognition of Habits

Purpose: To identify good and bad habits of individuals and to show how our personal habits, which we take for granted, can be very annoying to others.

Procedure:

(1) Mention habits you like and dislike in others.

(2) Mention habits you like and dislike in yourself.

(3) Make collages and posters illustrating habits of individuals.

(4) Discuss attempts of correcting or improving our habits.

(5) Do skit of bad/good habits in individual.

(6) Discuss why some habits are unacceptable.

Title: Which Is the Real Me?

Purpose: To allow the individual to analyze and compare his self-concept with friends, family, or others.

Procedure:

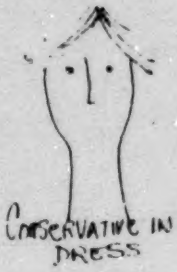
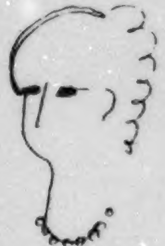
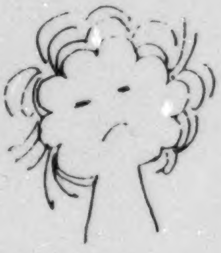
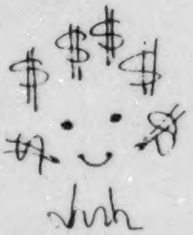
(1) To list characteristics which he sees within himself.

(2) Have someone else to list characteristics seen in the individual.

(3) Form small group (2-4) for discussion of individual traits.

# WHICH IS THE REAL ME?

IDENTITY IDENTITY IDENTITY

| | | | | |
|---|---|---|---|---|
| I FEEL I AM . . . | FOR EXAMPLE<br><br>CONSERVATIVE IN DRESS<br>SELF IMAGE | SELF IMAGE | SELF IMAGE | SELF IMAGE |
| MY FRIENDS THINK I AM . . . | <br>Fashionable | | | |
| MY MOTHER THINKS I AM :. . | <br>SLOPPY | | | |
| MY FATHER THINKS I AM . . . | <br>EXTRAVGANT | | | |
| | DRESS | | BEHAVIOR | PERSONALITY |

From Penney's Forum Spring/Summer 1969

Title: Improvement of a Daily Habit

Purpose: To provide experiences for student that would help them change a bad habit into a good habit and to develop a new habit which would improve the individual.

Procedure:

(1) Have the students to identify a habit they wish to change (or several habits), then chart their behavior for a week.

(2) Have each student to choose a target. Example--To go to each class with all necessary materials or to make a chart to keep a daily record.

Notes to the Teacher:

| | M | T | W. | Th | F |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |

Title: Personal Habits Checklist

Purpose: To make students aware of personal habits

Procedure: To check each of the statements according to their occurance. (See next page)

# PERSONAL HABITS CHECKLIST

| | ALWAYS | USUALLY | NEVER |
|---|---|---|---|
| 1. I take a bath or shower several times a week | | | |
| 2. I give special attention to cleanliness by using a deodorant and brushing my teeth daily | | | |
| 3. I set aside a portion of my day outside of school for studying or reading | | | |
| 4. I try to listen when others talk without interrupting | | | |
| 5. I try to have an interest in others and what they are doing | | | |
| 6. I try to have a pleasant smile on my face most of the time | | | |
| 7. I am interested in the welfare and safety of others | | | |
| 8. I try to practice common courtesies | | | |
| 9. I keep my clothes clean and neat | | | |
| 10. I try to keep my weight under control and eat a balanced diet daily | | | |
| 11. I am generally friendly | | | |
| 12. I try to say positive things about people | | | |
| 13. I feel I am an honest person | | | |
| 14. I feel comfortable with my family and can talk with them | | | |
| 15. I can accept responsibility | | | |
| 16. I am on time to classes | | | |
| 17. I am willing to help others when they need help | | | |
| 18. I generally have my class work in on time | | | |

**Title**: Negative versus Positive

**Purpose**: To allow the student to view himself and to see if his peers accept his decisions.

**Procedure**:

1. Have a scale available large enough for all to see with a rating 1-5.
2. Each student is to rate himself individually.
3. Teacher is to call out a set of attributes for the student to rate himself.
4. Volunteers may reveal their ratings to the groups.
5. The groups may agree or disagree with the rating.
6. If someone disagrees, he is to be encouraged to state why.

**Note to the Teacher**:

The teacher may use an overhead projector to present the scale and/or attributes.

Suggestions for positive and negative attributes. (see next page)

| POSITIVE ATTRIBUTES | NEGATIVE ATTRIBUTES |
|---|---|
| 1. Cooperative | 1. Uncooperative |
| 2. Kind | 2. Cruel |
| 3. Good frustration tolerance | 3. Low frustration tolerance |
| 4. Responsible | 4. Irresponsible |
| 5. Sociable/outgoing | 5. Withdrawn/shy |
| 6. Trustworthy | 6. Deceitful |
| 7. Constructive | 7. Destructive |
| 8. Appropriate language | 8. Vulgar/profane/obscene |
| 9. Rational/logical | 9. Irrational |
| 10. Creative | 10. Conforming |
| 11. Ethical/conscience-directed | 11. Unethical/expedient |
| 12. Courteous | 12. Rude |
| 13. Relaxed | 13. Constricted/anxious |
| 14. Competent | 14. Incompetent |
| 15. Friendly/helpful | 15. Unfriendly |
| 16. Goal-oriented/directed | 16. Nongoal-oriented |
| 17. Emotionally composed | 17. Emotionally upset |
| 18. Altruistic/sharing | 18. Selfish/egocentric |
| 19. Attentive | 19. Inattentive |

# GROUP INTERACTION

## PARENTS AND OTHER FRIENDS

### GOAL

The student will become aware of the importance of getting along with other people.

In order to have a good friend you have to first be one.

TITLE: What Would You Do?

PURPOSE: To have students become aware of how they would react in group situations.

PROCEDURE

Do you know yourself well enough to predict what you would do in special situations? Read each question given below, then check the alternative action you think that you would take. Of course, you should realize that we all behave differently at different times. Your answer will be how you think you would USUALLY behave. If what you think you would do is not listed in the choices given here, you can write in your own response in the spaces provided.

1. If your folks won't let you see your favorite TV show, what would you do?

_____a. Sulk and go to your room.
_____b. Pretend you didn't want to see it anyway.
_____c. Beg your folks to let you see it "this" time.
_____d. Cry out, "You never let me see the programs I want to."
_____e. ______________________________________________

2. When your mother reminds you that you have a homework assignment to do, what do you usually do?

_____a. Continue listening to the radio and say, "In just a minute."
_____b. Get right at it and get it done.
_____c. Pretend to start studying while listening to the radio.
_____d. Ask for help from someone in the family.
_____e. ______________________________________________

3. You have a job at home that is your special duty. What do you usually do?

_____a. Put off doing it.
_____b. Need to be reminded to do it every day.
_____c. Bribe someone else in the family to do it.
_____d. Go ahead and do it on time.
_____e. ______________________________________________

4. If your club is depending on you to introduce the speaker at the assembly, what would you probably do?

_____a. Prepare your speech and practice your part until you know it well.
_____b. Trust to luck to think of something to say when the time comes.

_____c. Back out at the last minute and let someone else do it.
_____d. __________________________________________________

5. If your teacher talked to you after school and suggested some ways you could improve your work, what would you probably do?

_____a. Sulk and think, "I never do things right."
_____b. Get angry at her criticism and tell your folks, "She picks on me."
_____c. Take your teacher's advice to heart and try to improve.
_____d. __________________________________________________

6. Someone in your class at school gives a party and doesn't invite you. What would you do?

_____a. Try to "crash" the party.
_____b. Find some other interesting activity to do for that time.
_____c. Plan a party for the same time and try to get everyone to come to your party instead.
_____d. Spend the evening feeling sorry for yourself.
_____e. __________________________________________________

7. You are reciting in class when your tongue gets twisted and out comes a ridiculous sentence. What would you do?

_____a. Join in the laughter, too.
_____b. Get angry at your classmates for laughing.
_____c. Feel embarrassed and worry about it the rest of the day.
_____d. __________________________________________________

8. The same thing happens to your friend. What would you do?

_____a. Laugh at him.
_____b. Tease him by repeating the twisted sentence when you see him later.
_____c. Say, "The same thing happened to me yesterday."
_____d. __________________________________________________

9. When you hear a friend being criticized, what do you do?

_____a. Stick up for him.
_____b. Join in the criticism.
_____c. Try to change the subject.
_____d. __________________________________________________

10. If you're gaining weight too fast and the doctor says you must cut out sweets, what would you probably do?

_____a. Say, "Oh, I'm sure a little candy bar once in a while won't hurt.
_____b. Think to yourself, "Oh, why did this have to happen to me?"
_____c. Say to yourself, "It's going to be hard sometimes not to eat sweets but I'll do it."
_____d. __________________________________________________

Were you a little uncertain of what you would do in some of the cases? Did you find that on some of the items your mind told you that you SHOULD do one thing, but you can remember that you actually DID something else in a similar situation? That's perfectly natural. No one is perfect. No one does the correct thing all the time. These questions were intended to start you thinking about yourself and about how you act in certain situations. This is part of you, too.

TITLE: What Kind Of Friend Am I?

PURPOSE: To help students understand what makes a good friend.

PROCEDURE

| Answer Yes or No | YES | NO |
|---|---|---|
| 1. Do I borrow money from my friends? | | |
| 2. Do I often ask my friends to wait for me? | | |
| 3. Do I find myself resenting it if one of my friends is friendly to someone else? | | |
| 4. Do I make cutting remarks about them? | | |
| 5. Do I complain about my troubles to my friends? | | |
| 6. Do I quarrel with my friends? | | |
| 7. Am I jealous of my friends? | | |
| 8. Do I trust my friends? | | |
| 9. Am I cheerful when with others? | | |
| 10. Do I restrain from repeating gossip that I hear about others? | | |
| 11. Am I friendly to people even if they do not "rate" in my school? | | |
| 12. Am I a good listener? | | |
| 13. Have I had one or more friends for several months or years? | | |
| 14. Do I try to make friends with both boys and girls? | | |
| 15. Would I like to have for a friend a person who has the same ways and personality traits that I have? | | |

TITLE: Getting Along With Other People

PURPOSE: To help students to see how they get along with their families and friends.

PROCEDURE

In answering the following questions, be careful to describe your behavior as accurately as possible. Read the statements under each number and check the one that is most true of yourself. Discuss in small groups, the values and conflicts involved.

1. _____ A. I know how to make my own breakfast.

   _____ B. I think I know how to make my own breakfast but I never have.

   _____ C. I sometime make my own breakfast but never make breakfast for others in my family.

   _____ D. I sometime make breakfast for myself and others.

2. _____ A. I get along well with my family.

   _____ B. I sometime have trouble getting along with my family.

   _____ C. I have trouble getting along with only one person in my family.

   _____ D. I have trouble getting along with everybody in my family.

3. _____ A. I like all my teachers.

   _____ B. I like most of my teachers.

   _____ C. I dislike most of my teachers.

   _____ D. I dislike all of my teachers.

4. _____ A. I know very few people in my classroom.

   _____ B. I know most of the people in my classroom.

   _____ C. I know all the people in my classroom.

5. _____ A. I think America should not let foreigners come here to settle.

_____ B. I think America should let a few foreigners enter each year.

_____ C. I think America should admit as many foreigners as it can without harming itself.

6. _____ A. I have my own bank account.

_____ B. I once had a bank account, but I don't now.

_____ C. I never had a bank account of my own.

_____ D. My parents save my money for me so I don't need a bank account.

7. _____ A. I am never late for school.

_____ B. I am seldom late for school.

_____ C. I am often late for school.

_____ D. I am always late for school.

8. _____ A. I never write letters.

_____ B. I write letters now and then.

_____ C. I write letters regularly.

9. _____ A. I sometime feel life isn't worth living.

_____ B. I always feel life isn't worth living.

_____ C. I think life is neither good nor bad, just somewhere in between.

_____ D. I think life is fun and exciting.

10. _____ A. I enjoy talking in front of the class.

_____ B. I hate to talk in front of the class because I feel embarrassed.

_____ C. I don't mind talking in front of the class, but I'd rather not have to.

11. _____ A. I am very popular.

_____ B. I am about as popular as the average kids I know.

_____ C. I am not as popular as most kids I know.

12. _____ A. I try to do creative work (such as writing, painting, composing, handicrafts, etc.)

_____ B. I occasionally try to do creative work.

_____ C. I never try to do creative work.

13. _____ A. I enjoy playing group games regularly.

_____ B. I enjoy playing group games now and then.

_____ C. I seldom enjoy playing group games.

14. _____ A. I can't stand to be alone for long.

_____ B. I like to be alone, the more often the better.

_____ C. I like to be alone sometimes.

15. _____ A. I like to go to school.

_____ B. Going to school is okay, but nothing to rave about.

_____ C. I hate to go to school.

16. _____ A. I become upset often.

_____ B. I become upset occasionally.

_____ C. I rarely become upset.

17. _____ A. I read world news regularly.

_____ B. I read world news once in a while.

_____ C. I hardly ever read world news.

18. _____ A. I make friends easily.

_____ B. I make a new friend once in a while.

18. _____ C. I hardly ever make a new friend.

19. _____ A. I am very unhappy when someone else wins a game or a school honor.

_____ B. I occasionally feel happy when others win games or honors at school.

_____ C. I enjoy seeing others win games and honors.

20. _____ A. I trust very few people.

_____ B. I trust some of the people I know.

_____ C. I trust all of the people I know.

TITLE: What Is A Friend

PURPOSE: To help students define friendship.

PROCEDURE

Read the following paragraph as an introduction to this material.

One of man's basic needs is to be accepted. Even those who appear to have no friends, and whose behavior is to mis-directed that they push people away, are still striving for recognition and attention, and seeking methods to have someone accept them. Opportunities should be provided to enable students to grow in the knowledge of what it takes to be a friend, and from the information of others as to what they expect a friend to do or be.

Which words or phrases do you think make up a good friend?

1. Tries to help you
2. Tries to keep you out of trouble
3. Plays with you
4. Shares things with you
5. Gives you lots of things
6. Listens to you
7. Calls you names
8. Pushes you around
9. Invites you to their house
10. Talks to you
11. Laughs at you
12. Makes fun of you
13. Shares secrets with you
14. Is always near when you need her/him
15. Goes places with you.

TITLE: Understanding Parents

PURPOSE: To help students realize the importance of understanding parents.

PROCEDURE

In the columns headed "Yes," "No," and "Sometimes" place a check mark where it really applies to you. If most of your checks are in the "Yes" column, you understand your parents and they can't help but understand you. You are really growing up! But if you find too many checks in the "No" column, do something about it right away!

| | YES | NO | SOMETIMES |
|---|---|---|---|
| I do certain daily tasks at home without complaining. | | | |
| I let my parents know that I appreciate them by doing little things to please them. | | | |
| I compliment Mother on certain foods that she cooks. | | | |
| I thank my parents when they do something nice for me. | | | |
| I let my parents know where I am going and when I expect to get home. | | | |
| I spend some time with my parents. I don't keep away from the house as much as possible. | | | |
| I discuss some of my personal problems with my parents. | | | |
| I tell my parents about some of the things I learn at school. | | | |
| I help to make our evenings interesting at home. | | | |

| | YES | NO | SOMETIMES |
|---|---|---|---|
| I am reasonable about the amount of money I spend. | | | |
| I am on time for my meals. | | | |

NAME____________________

| THINGS MY PARENTS DO FOR ME | Things I Do for My Parents |
|---|---|
| 1. __________ | 1. __________ |
| 2. __________ | 2. __________ |
| 3. __________ | 3. __________ |
| 4. __________ | 4. __________ |
| 5. __________ | 5. __________ |
| 6. __________ | 6. __________ |
| 7. __________ | 7. __________ |
| 8. __________ | 8. __________ |
| 9. __________ | 9. __________ |

Which list is longer?____________________

What have you done lately to show your parents that you are growing up?

________________________________________

________________________________________

List some "sore points" with your parents.

**Title:** Interacting with Parents

**Purpose:** Students rate themselves on their skills in getting along with their parents.

**Procedure:** Use the following checklist for starting discussion on interpersonal relations. Use the following rating scale with 1 meaning always; 2 usually; 3 sometimes; and 4 never.

## YOU, IN YOUR FAMILY

1. I am cheerful at home. 1___ 2___ 3___ 4___

2. I show an interest in what others in my family are doing. 1___ 2___ 3___ 4___

3. I make a sincere effort to discuss important matters with them. 1___ 2___ 3___ 4___

4. My parents can count on me to carry out unpleasant tasks without sulking. 1___ 2___ 3___ 4___

5. I try to have my friends and parents know each other. 1___ 2___ 3___ 4___

6. I take time to tell my parents about my activities outside the home when they are interested. 1___ 2___ 3___ 4___

7. My parents can count on me to do my best to take advantage of the opportunities they make for me. 1___ 2___ 3___ 4___

8. My parents can depend on me to be responsible for taking care of my own health. 1___ 2___ 3___ 4___

9. I try to keep from asking for special favors that others in my family don't get. 1___ 2___ 3___ 4___

10. I try to let my family know that I like them and enjoy their company. 1___ 2___ 3___ 4___

TITLE: What I Do For My Friends

Purpose: To enable the students to see that to have a friend they must be a friend. Friendship involves knowing what it is we value in a friend, and what it is they value in us.

Procedure: Prepare the following activity and ask the students to answer the questions truthfully. The Students could share and discuss their impressions as to what a friend means and what are the characteristics of a friend. A discussion of the needs of people (e.g., to be loved or cared for, to feel important) can be conducted here. Friends can be discussed in terms of how they help to fulfill basic needs.

1. For you, what does being a friend mean? Write down you thoughts on friendship and how a friend can make you feel.

   A.________________________________________

   B.________________________________________

   C. ________________________________________

   D. ________________________________________

2. What do you think is the most important thing that you think a friend does for you?

   ________________________________________

3. What is the most important thing that you feel that you can do to have a friend?

   ________________________________________

4. Think of your best friend, then write three things that you think you have done for that friend in the past week.

   A. ________________________________________

   B. ________________________________________

   C. ________________________________________

5. What are some things that people do that indicate to you that they are not your friends.

   ________________________________________

6. Do you think that friends ever have arguments?

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## RESOURCES AND REFERENCES

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Understanding Yourself, Channing Bete Co.
Use Your Imagination, Channing Bete Co.

# PUBLISHER'S LIST

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Chicago, Illinois 60675

Bantam Press, Inc.
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New York, New York 10019

Behavioral Publications, Inc.
3852 Broadway
New York, New York 10025

Center for Creative Leadership
P. O. Box 3265
Greensboro, North Carolina 27402

Center for STudies of Child
and Family Health
5600 Fishers Lane
Rockville, Maryland 20852

Channing L. Bete Co., Inc.
Greenfield, Mass. 01301

Charles E. Merrill Publishing Co.
Columbus, Ohio 43200

Citation Press
New York, New York

College Entrance Examination Board
New York, New York 10017

Dell Publishing
New York, New York 10017

Doubleday Book Co.
501 Franklin Avenue
Garden City, New York 11530

Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, Illinois 60607

Eyegate House Inc.
7009 Echo Trail
Louisville, Kentucky 40201

Ford Motor Company
Film Library
Dearborn, Michigan 48121

General Learning Corporation
250 James St.
Morristown, New Jersey 07960

Grove Press
53 East 11th Street
New York, New York 10003

Guidance Associates
757 Third Avenue
New York, New York 10017

Harcourt Brace & Jovanovich
757 Third Avenue
New York, New York 10017

Harper & Row Publishing Company
New York, New York 10017

Hart Publishing Company
New York, New York 10017

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton Mifflin
666 Miami Circle NE
Atlanta, Georgia 30324

McGraw Hill
New York, New York

Macmillan Company
New York, New York 10017

Modern Library
201 Wast 50th Street
New York, New York 10022

N. E. A.
1201 16th Street N. W.
Washington, D. C.

National Institute of Mental Health
Center for Studies of Child Care
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5600 Fishers Lane
Rockville, Maryland 20852

National Instructional Television
Center
P. O. Box A
Bloomington, Indiana 47401

New American Library, Inc.
P. O. Box 2310
Grand Central Station
New York, New York 10017

Northwestern University Press
Evanston, Illinois 60200

NTL Institute for Applied Behavioral
Science
1201 16th Street N. W.
Washington, D. C. 20036

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4680 Alvarado Cyn. Road
San Diego, California 92120

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38 West Fifth Street
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New York, New York 10017

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New Jersey 07631

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259 E. Earie Street
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New York, New York 10017

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9 Newberry Street
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Palo Alto, California 94300

Superintendent of Documents
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Washington, D. C. 20402

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121 Brattle Street
Cambridge, Mass. 02138

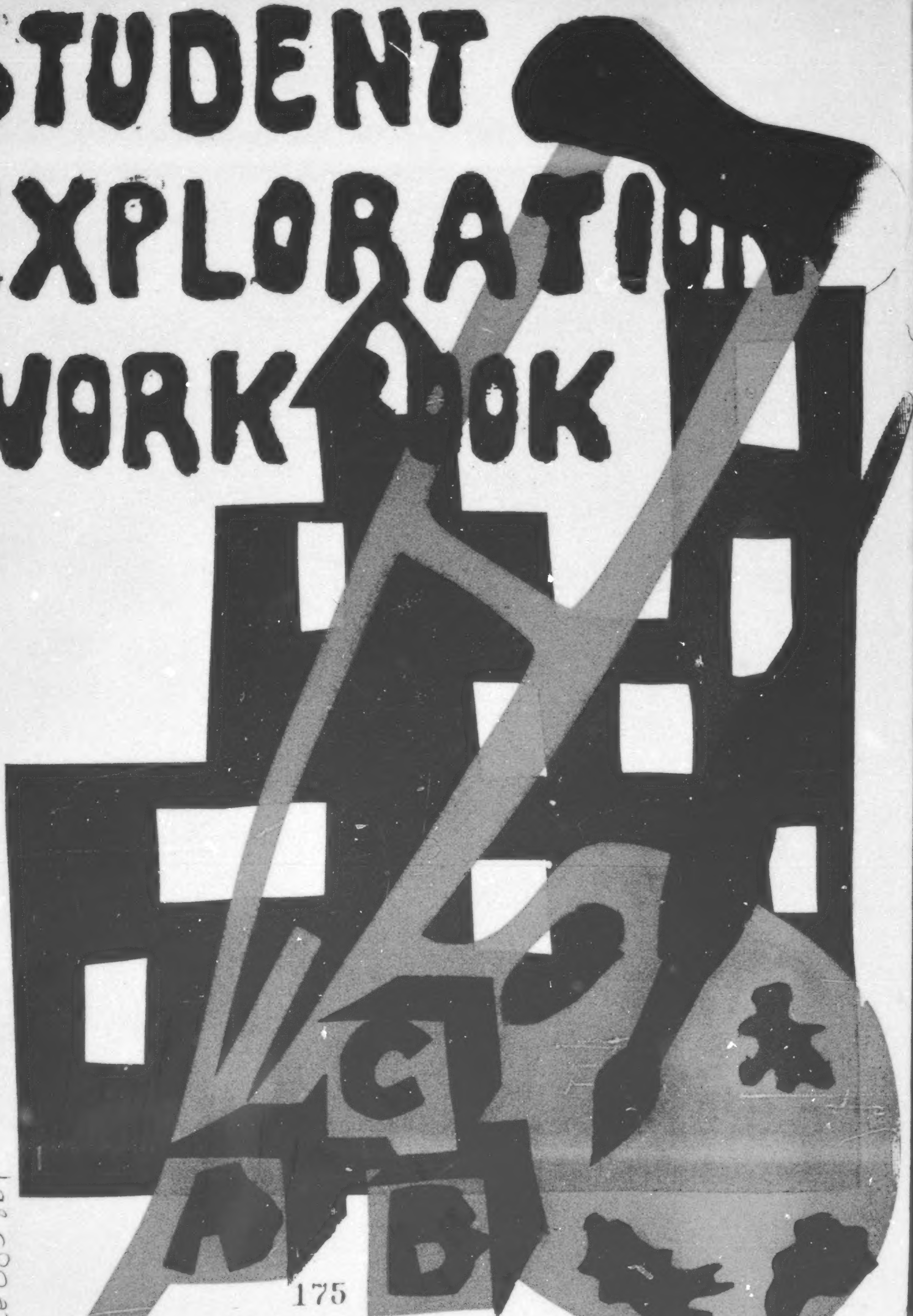
University of Rochester
New York, New York 10017

D. Van Nostrand Co.
450 West 33rd Street
New York, New York 10001

Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

John Wiley & Sons
605 Third Avenue
New York, New York 10016

# STUDENT EXPLORATION WORKBOOK



Book 3 of 3
CE005864

CAREER
ACTION-LEARNING
REALISTIC
EXPERIENCES

# STUDENT EXPLORATION WORKBOOK

OWENSBORO-DAVIESS COUNTY SCHOOL SYSTEMS

Fred Taylor Burns, Superintendent
Daviess County Public Schools

James C. Hilliard, Superintendent
Owensboro Independent Schools

Vandalyn L. Hooks, Director
Exemplary Programs

KENTUCKY DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION, EXEMPLARY FUNDS PART D
PROJECT NO. C00883-01

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# PREFACE

This booklet is an outgrowth of the exploration-placement activities that teachers and students have been involved in during the 1974-75 school year in the Owensboro-Daviess County School Systems. Teachers and students in the middle schools and high schools have initiated action-learning explorations which are career-oriented. The exploration activities have been our attempts to help the student:

1) Bridge the gap between the isolation of the classrooms from the world of work;

2) Help students know themselves better by seeing their interests, capabilities and reactions to a variety of work situations;

3) Help students develop realistic goals based on actual experiences and accurate apprasials of themselves in work situations;

4) Give students a broader understanding of the world of work, its rewards and shortcomings, what they can expect from it, and what it will demand of them;

5) Help students in decision-making skills that will affect their educational and career goals.

Since occupational competency through placement in a variety of career choices is a relatively new concept, teachers have found that it demands a greater degree of planning and involvement on their part. Not only must the students begin identifying their areas of interests, but the parents, the business-industrial community and the service agencies, must be involved from the first moment of planning. Perhaps the all-important step in the programs is the evaluations of these exploration experiences. This booklet identifies some of the various ways that the teachers have planned for the exploration activities of the students. The evaluations included in this booklet, especially the student self-evaluations, are intended to help the student in measuring to some degree his own personal development through participation in these action-learning, career-oriented experiences.

The Owensboro-Daviess County teachers have given much of themselves in time and energy in order to make these explorations-placements a reality. We sincerely hope that these materials will serve as guides for those persons who are truly interested in helping students grow in occupational competencies.

# ACKNOWLEDGEMENTS

The student occupational exploration activities in this handbook were prepared during the 1974-75 school year by teachers in the Owensboro-Daviess County School Systems. The materials were selected and developed by the teachers to meet the students' needs in occupational compentencies through exploration experiences both within the schools and exploration experiences within the community. Much of the text was written by the educators to meet the specific needs of the students within their classrooms and/or the particular explorations planned for their subject matter, other portions were adapted from occupational materials that were available.

We would like to acknowledge our indebtedness to the schools' administrators that endorsed the need for teachers and students to be involved in activities that bridge the gap between the classroom and the world of work. We are also grateful for the Owensboro-Daviess County business-industrial community and the service agencies that so graciously provided the exploration experiencs for the students. We feel that all students involved in the experiences profited, and without their cooperation, none of these activities would have been possible.

Much credit is due to many persons for their untiring efforts in helping to make this publication possible. We are particularly indebted to Mrs. Marie O'Bryan, Mrs. Mary Evelyn Howard, Mrs. Nora Nelson, and Miss DiAnna Drury our typists; to Mrs. Peggy Spencer our printer and collator; and Miss Barbara Haley and the Apollo High School Art Department for the covers. Of course, we acknowledge our indebtedness to the Department of Vocational Education for providing the funding for this project.

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Barbara Beech
Business Department
Daviess Co. High School

Mildred Claypool
Business Department
Daviess County High School

Nancy Erickson
Home Economics
Foust Middle School

Jean Fortune
9th Grade Block
Apollo High School

Judy Fulkerson
Social Studies-English
Owensboro High School

Robert Graham
Government and Humanities
Daviess County High School

Barbara Haley
Art Department
Apollo High School

Peggy Lashbrook
Art Department
Owensboro High School

Mary Posey
Counselor
Foust Middle School

Jackie Puckett
Art Department
Owensboro High School

Shelia Sanders
Social Studies
Apollo High School

# TEACHER'S CHECKLIST OF THINGS TO DO

1. Survey students to determine which students would like to participate in exploration activities.

2. Assist students in determining which careers to explore by having them fill out a self-awareness inventory sheet and by encouraging them to use career reference materials from the library and/or the counselor's office.

3. Arrange student questions into an interview and/or observation of job duties form.

4. Have students fill out a personal information sheet.

5. Contact appropriate persons in the community to arrange for the student exploration activities.

6. Give the students a packet of materials consisting of the following:

   a. Assignment sheet giving date, time, and place of exploration and general instructions.

   b. Have permission form signed by parents.

   c. Give students a sample thank you letter.

   d. Give students a self evaluation form.

   e. Give students an agency evaluation form.

   f. Give the students an evaluations form for the agency to fill out about the student and/or the exploration experience.

7. Send out thank you letters to people participating in the exploration activity.

8. Prepare booklets (summary of findings), and/or have classroom discussion of the exploration activities.

9. Evaluate the program.

# STUDENT SELF AWARENESS INVENTORY SHEETS

Name________________________________ Grade__________________

List below occupations about which you would like to obtain information.
First Choice: ____________________________________________
Second Choice: ___________________________________________
Third Choice: ____________________________________________

Would you be interested in visiting a business person one period during the school day to obtain information about this career? _____________

If yes, would you, or your parents be willing to provide transportation to and from school to make this visitation? _________________________

Would you be willing to write a short report of your visitation if the forms were provided concerning the types of information that should be obtained? _____________________________________________________

Would you like to attend a community club meeting pertaining to your area of interests? __________________________________________

List your class schedule below (subject, room number and teacher).

1st period:_____________________________________________________
2nd period:_____________________________________________________
3rd period:_____________________________________________________
4th period:_____________________________________________________
5th period:_____________________________________________________
6th period:_____________________________________________________

List below some questions that you would like to have answered by your career exploration activity.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

## THE JOB ORIENTATION SELF AWARENESS INVENTORY

All jobs have both pleasant and unpleasant aspects. Only you can decide which unpleasant aspects you are willing to tolerate in order to enjoy the pleasant ones.

The purpose of this inventory is to make you think about some aspects of being employed that you might not have considered before.

Answer each question with a "yes," a "no," or a "maybe" and be sure to write on each line. Remember that there are no right or wrong answers--only your answers.

1. Do you like to work with

_____ideas
_____animals
_____plants
_____things
_____people
_____numbers
_____machines

2. Do you like to

_____work outdoors
_____work inside
_____move around a lot
_____stay in one place
_____talk to other people
_____listen to other people
_____work with small objects

3. If it meant you could earn a lot of money, would you be willing to

___________work 10 to 12 hours a day
___________get up at 4 a.m. and work 10 or 12 hours a day
___________work in the evenings or on the night shift
___________work on weekends if necessary
___________travel and be away from home a lot
___________get a college degree
___________after college, go to a professional school like medical or law school

4. Are you physically able to

___________bend, stoop and reach
___________lift and carry a 50 pound sack
___________climb a ladder
___________use hand tools or a typewriter
___________walk and stand on your feet for hours at a time
___________hear what other people are saying
__________use your eyes on close work for hours at a time
___________see with 20-40 vision or better
___________see different colors
___________tolerate a lot of noise
___________tolerate unpleasant odors
___________work at a job that requires a lot of physical endurance

5. Could you

__________sit in one place for hours at a time
__________work alone
__________work with other people
__________converse pleasantly regardless of how you feel
__________be pleasant to someone that is nasty to you
__________do the same thing over and over without losing your efficiency
__________do many different things in the same day
__________tell other people what to do and be responsible for seeing that they do it

6. Can you

__________persuade other people to do what you want them to do
__________keep accurate records
__________follow written directions
__________follow oral directions
__________do a job somebody else's way even though you feel your way is better
__________get your work done even if the boss is away
__________plan your own work and follow your plan
__________leave your personal problems at home

7. Are you willing to

__________be well groomed and look neat while you are working
__________be on time for work and regular in your attendance on the job
__________get your hands and clothing dirty
__________wear a uniform
__________join a union
__________work without pay while you are learning the skills of a job
__________work at a job that is dangerous

8. Are you the kind of person who can

__________remain calm in an emergency
__________work with people who are sick or injured
__________work with people who are in trouble and need your help
__________make decisions and accept the blame if they are wrong
__________give orders in such a way that other people will follow them
__________think up new ideas and new ways of doing things
__________keep doing the same old thing and do it well
__________meet deadlines and have work ready when it is due

9. Could you work efficiently if

__________you were in an open place high above the ground
__________you were in a small closed-in, confined place
__________there was a lot of noise around you
__________there was an unpleasant odor
__________it was unsually hot
__________it was usually cold
__________you had to work under pressure

How many questions did you answer "yes" to? __________ How many no's __________
The more yes answers you have... and the fewer no's, the greater the choice you'll have in selecting a career.

PERSONAL INFORMATION

Name ________________________________ Age __________

Social Security Number ____________________ Phone __________

Address ____________________________________________

Street and number City State Zip Code

Name of Your School ____________________________________

Address of your school __________________________________

Telephone number of your school __________________________

Parents' name __________________________________________

Address where parents can be contacted ____________________

Phone number where parents can be contacted _______________

Your major ____________________ Your class _______________

Your expected date of graduation _________________________

Previous work experience ________________________________

________________________________________________________

________________________________________________________

Activities, Interests and Clubs ___________________________

________________________________________________________

________________________________________________________

What machines can you operate? ___________________________

________________________________________________________

How well? _______________________________________________

What other job skills do you have? ________________________

________________________________________________________

Names and addresses of two references _____________________

________________________________________________________

____________ HIGH SCHOOL

## APPLICANTS FOR WORK OBSERVATION

Name ________________________ Age _____ Birthdate ____________ Sex ______

Address _____________________________ Phone _____________ Date __________

Career or job in which student is interested ____________________________

Reference (teachers) 1. _______________________________________________

2. _______________________________________________

Note: All applicants must be approved by principal or assistant principal. If you are selected to participate, you will be notified once an observation has been arranged.

Parents: Your son/daughter has indicated an interest in a specific career or job. As part of our educational program, we are trying to make students aware of the opportunities, advantages, and problems involved in the career in which they now show interest. To do this, one of the things we are doing is to allow students to observe someone working in those jobs. If you give your permission for your youngster to participate, please sign below. In most cases, students will be observing during the school day.

Parent's signature ___________________________________________

## STUDENT REQUEST FOR JOB EXPLORATION

What career are you interested in?

Why have you chosen this career?

Do you know anyone working in this field?  If so, who?

What type of work is done in this career?

What are the education and training requirements?

What jobs are related to this field?

If you could spend a day with someone working in this field, where would you like to go and why?

SAMPLE LETTER FOR PERSONS WORKING WITH STUDENTS

February 13, 1975

Dear ____________________,

It is with pleasure that we send this letter to you because it is a sign of your acknowledgement of our request for you to participate in our Student Exploration Program at ________________________. We want to thank you for allowing us to contact you and explain the program for you were most gracious in your questions and concerns about the student exploration program.

The students are very excited about the possibility of visiting with you and we are very anxious for them to meet you. So many of our teenagers are constantly searching for friends; answers about family problems; help with schoolwork; and so many other problems which seem major to them. Often, not until their senior year do they begin to think of a career. We can't help but wonder how much different their lives might be if they were exposed to a variety of professions and really had the time to evaluate each. And too, so many of our teenagers, like everyone, need to feel wanted and any usefulness they can achieve from their spare hours will definitely provide them with a sense of fulfillment. It is our objective that the students should learn to investigate career possibilities and learn too,what they can provide their community in the form of personal services.

It is our hope that we can visit you on ______________________________ from _______________________. If this is not convenient, please contact me.

My sincere thanks for your help and concern.

Sincerely,

Teacher's Name
School____________
Phone ____________

## MAKING APPOINTMENTS WITH PERSONS

## WORKING WITH STUDENTS

Generally teachers find it to be more satisfactory to make personal contacts either in person or by telephone before students go out. If time permits, a follow-up should be made by letter also. The letter should include the student(s) name, the specific day, hour, and reason for the appointment. If possible, try to give the person taking a student a choice of hour and day.

If you know the specific type of information the students will be seeking, include this in your letter.

### Sample

Thank you for your willingness to allow our students to interview you, work with you, or to have on the job exploration with you, (choose one that applies).
________________________________ and ________________________________ will meet with you on _______________________ between the hours of __________ and __________. Please contact me if anything interferes with this appointment.

Enclosed is an evaluation of this student and the experience from your point of view. Please respond to the evaluation and return it to me.

Thank you for working with us.

Sincerely yours,

John Jones

## LETTER WITH SPECIFIC INFORMATION FOR PARENTS

Student's Name ______________________________________________

Address ____________________________________ Phone ___________

The Student Exploration (and/or Volunteer) Program is just getting its start at ______________________. Twenty-four businesses, public agencies, and private organizations have agreed to open their doors to us. Many of these groups can only give us a tour and a through explanation of their surroundings because the Child Labor Law will not permit any actual work by a minor without the proper work permit. However, the _____________ and ____________________ have agreed to provide student explorations with real work experience. Most of the explorations will be in the afternoon from ______________ to _________________. The group will be small in size with approximately _________ in a group. They will be transported by ___________________.

If you have any questions, please call me. We hope you will agree to let your child participate.

Thank you.

Teacher's Name
Phone Number _____________

*********************

On __________ , _________________________ will be visiting

__________________________ at _____________(a. m. or p. m. )

My son/daughter has my permission to participate in the exploration.

_________________________________
Signature of parent or guardian

## SAMPLE PARENT PERMISSION SLIP

______________________________ has permission to go to ___________
(name of student)

______________________________ on ______________, ____________
(date) (time)

to interview and/or work with ______________________________.
(Name of Person to be Involved)

This experience is for the purpose to obtain information pertaining to a career in ______________________________.

___ My son/daughter has permission to drive to the above assignment.
or
___ I will come by school to take son/daughter to the assignment.
or
____ My son/daughter has permission to ride in transportation provided by the school.

I understand that the school will assume no liability for any accidents that might occur during this time.

______________________________
(Parent's Signature)

______________________________
(Date)

---

## TEACHERS' PERMISSION SLIPS
## FOR RELEASE FROM CLASSES

______________________________ has permission to be excused from my class in order to participate in a career exploration activity on __________________ at _____________.
(date) (time)

______________________________
(Teacher's signature)

______________________________
(Teacher's signature)

# STUDENT INFORMATION FORM

Student Interviewer: ______________________________

Name of person interviewed: ______________________________

Title of Occupation: ______________________________

Date of interview/or exploration: ______________________________

Place of exploration: ______________________________

What are your duties and/or responsibilities? ______________________________

______________________________

______________________________

Which of these give you the greatest satisfaction? ______________________________

______________________________

Which of these give you the least satisfaction? ______________________________

______________________________ Why? ______________________________

What do you consider to be the advantages of this type of employment?

______________________________

What do you consider to be the disadvantages of this type of employment?

______________________________

How and when did you decide to become a/an ______________________________
(job title)

______________________________

What are the requirements for entry into this occupation?

Educational Requirements: ______________________________

Physical Requirements: ______________________________

Special Training: ______________________________

Skills Needed: ______________________________

What personal characteristics do you feel that a person needs for this type of occupation? ______________________________

What are the opportunities in our area of the country in this type of occupation? (Supply and Demand) ______________________________

______________________________________________________________

What are the usual beginning earnings in this occupation? __________

What are the highest earnings in this occupation in this area? ______

What are a person's chances of advancement in this occupation? ______

______________________________________________________________

Name three factors that you feel would have an influence on a person's chance for advancement in this occupation. ____________________

______________________________________________________________

What changes have taken place in this occupation during the time you have been in it? ____________________________________________

Do you foresee any changes taking place in it in the near future? _____

________________________________ If yes, what? ____________

______________________________________________________________

What suggestions would you give to a young person who is considering entering your occupation? ______________________________

______________________________________________________________

______________________________________________________________

## STUDENT ASSIGNMENT FORM

In regard to the Career Exploration for students enrolled in the

______________________________, the following exploration/interview

has been scheduled for you:

Date: ________________________________________

Time: ________________________________________

Place: ________________________________________

Person to be assigned to: ____________________________

Person's title: __________________________________

Career about which you will be obtaining information: __________

______________________________________________________

OR

| Name(s) | Date and Time | Description of job | Information to collect |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

EMPLOYMENT OR EXPLORATION IN ____________________ AND/OR ____________________ OCCUPATIONS

| Job | Work Places | Usual Training | Promotion Possibilities | Estimated Yearly Openings | Job Outlook |
|---|---|---|---|---|---|
| | | | | | |

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## SAMPLE THANK YOU LETTER FOR STUDENTS

Route 1 (Your Address)
Philpot, KY 42366 (City, State, ZIP)
March 26, 1975 (Date)

Mr. John Smith, Personnel Manager
ABC Electronics Corporation
907 East Fourth Street
Owensboro, Kentucky 42301

Dear Mr. Smith:

Thank you for permitting me to visit your office on ___(date)___ to discuss various aspects of a career in ___(personnel management)___. I feel that this information will be quite helpful to me in making a career decision.

(Student should insert another paragraph here that would be appropriate to his own interview.)

Sincerely yours,

Students' Signature

Student's Name

## A SAMPLE THANK YOU LETTER
(Use School Letterhead)

Date

Name of Person Interviewed
Business Name
Address
City, State ZIP

Dear ________________:

Thank you for participating in our career education program. We feel that this activity will be helpful to our students in regard to making career decisions.

We appreciate the time you gave to the education of our students.

Sincerely yours,

Teacher's Name

## STUDENT APTITUDE AND HABITS EVALUATION

In your work exploration, part-time employment, full time employment, indicate those things that you discovered about your aptitude and habits:

1. Check any physical aptitudes or habits you discovered about yourself.

_____ Good with hands

_____ Good coordination (feet, eyes, hands)

_____ Good listening skills

_____ Able to communicate ideas to others

_____ Good voice (clear, pleasant, good pronunciation)

_____ Alert, able to react quickly to emergencies

_____ Good judge of distance

_____ Good at following instructions of others

2. Check any personal aptitudes or habits.

_____ Able to get along well with others

_____ Able to get along well with supervisor

_____ Courteous, friendly

_____ Neat appearance

_____ Do not get upset easily with criticism

_____ Able to use constructive criticism

3. Check any work habits.

_____ Careful, accurate, orderly

_____ Follow instructions carefully

_____ Able to give clear, easy to follow directions

_____ Work well under pressure

_____ Fast

_____ Cautious in safety habits

_____ Good at doing mechanical activities

4. Check any general aptitudes or habits.

_____ Neat handwriting

_____ Artistic - creative

_____ Able to read and follow directions

## SELF EVALUATION

Name ______________________ Age _____ Grade ________

Job Location ______________________________

Job Title ______________________________

Job description: List specific responsibilities that you do during a typical day.

1.

2.

3.

4.

5.

How would you rate yourself as an employee?

Excellent ________ Good ______ Fair _____ Poor _____

How is your attendance at work? 100% ______ Less ________

Are you always on time? Yes _____ No _____

Check which of these words describe your employer. Fair ________

Friendly _____ Bossy ______ Moody ______ Kind ______

Considerate _____ Hurried ________ Organized _________

How does working affect your school work? Check one.

Grades Better ________ Grades worse ______ About the same ___

How does working affect your home work? Check one. About the same ___

Adequate _____ Interested in school more _____ Less ______

Was this a worthwhile experience for you? Yes ______ No ______

What 3 things did you especially like about this job?

1. ______________________________

2. ______________________________

3. ______________________________

Do you think other students would benefit from exploration experiences like this? Yes ________ Uncertain ___________ No ____________

What suggestions or changes would you make in the program if offered students next semester, or next year?

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

Would you be interested in this occupation as a career?

Yes ____________ Uncertain ______________ Definately No _________

## STUDENT EVALUATION FOR STUDENT EMPLOYMENT

1. What type of work did you do in your job? (Be specific)

   ______________________________________________

2. What skills learned in school did you use in your job? __________

   ______________________________________________

3. What things about your job did you enjoy most? __________

   ______________________________________________

4. What things about your job did you enjoy least? __________

   ______________________________________________

5. What have you learned about being an employee? __________

   ______________________________________________

6. When you did something wrong, how did your supervisor tell you about it? __________

7. Do you think some other way would have been better? If so, what?

   ______________________________________________

8. What was your biggest problem in your job? __________

9. What is your opinion of the student exploration/work program?

   ______________________________________________

10. How could it be improved? __________

11. Do you feel this has helped you in your career goal? __________

12. In what ways was this program beneficial to you? __________

    ______________________________________________

## STUDENT EVALUATION OF JOB DUTIES

| Check those duties that you do, or see persons doing most of the time | Most of the Time | Sometimes | Never |
|---|---|---|---|
| Plan activities to involve people | | | |
| Do detail work (keep records, file, record, etc.) | | | |
| Handle money | | | |
| Do a lot of talking with people in person or on the phone | | | |
| Work with your hands | | | |
| Work with special equipment | | | |
| Use a car in the work | | | |
| Do heavy physical work | | | |
| Do the same thing(s) over and over | | | |
| Sell (goods) | | | |
| Sell (ideas) | | | |
| Counsel with people | | | |
| Do a variety of things | | | |
| Lots of planning time needed | | | |
| Little planning time needed | | | |
| Do what other people tell you most of the time | | | |
| Much education, training and/or retaining needed in this job | | | |
| Collect and tabulate data | | | |
| Work with people (indicate one: children, adults, retired citizens, all of the above | | | |

# STUDENT EVALUATION OF INTERVIEW

| | YES | NO |
|---|---|---|
| 1. Was your interview helpful to you in making a career decision? | ____ | ____ |
| 2. Did the business person interviewed answer questions clearly? | ____ | ____ |
| 3. Did you have any difficulty pertaining to the interview (as having to wait a long period of time before seeing the business person, frequent interruptions during the interview, etc.)? If yes, please explain. | ____ | ____ |
| 4. Did you get to tour the business? | ____ | ____ |
| 5. What did you consider to be the highlight (if any) of your interview? | ____ | ____ |

6. Prepare a brief summary of your visitation.

## STUDENT EVALUATION FOR TEACHING EXPLORATION

1. Were you prepared to teach your subject matter?

2. Did you learn or acquire new information about ______________________?
(your subject taught)

3. Was this teaching experience interesting and are you willing to teach in another school situation?

## Teacher's Comment on Student Exploration

Thank you for the opportunity to present our pilot program in career education. So that all students may benefit we would appreciate any comments on the presentation by our students and the reaction of your students to this new approach in art.

## EVALUATION OF STUDENTS IN TEACHING EXPLORATION

(At end of pilot program for students.)

My teacher can help me more by doing?

What do you think has been accomplished by elementary students and 9-10 students?

What was the attitude of elementary students? List any interesting comments.

How has this experience helped you in and out of school?

Should your school continue this program?

## CRITERIA FOR ABILITY

A. Gets along with all kinds of students.

B. Follows verbal and written instructions (direction on supplies).

C. Works independently without supervision.

D. Pleasant attitude.

E. Leave personal problems at home.

# EVALUATION OF AGENCY

AGENCY ______________________________

DESCRIPTION OF BUSINESS ______________________________

______________________________

Was your supervisor: Understanding ____________________

Helpful ____________________

Able to explain matters ____________________

Did you enjoy your trip and consider it worthwhile? ____________

What did you learn? ______________________________

________________________________________

Would you want to return to this agency? ____________________

Were you able to ask all of your questions? ____________________

Were you satisfied with your answers? ____________________

Signed ____________________ Date ____________________

## SUPERVISOR'S EVALUATION

What type of jobs did student employees do?

Was his work satisfactory? Explain.

What was the student"s attitude about doing his assigned work?

How did the student react to constructive criticism?

Was the student dependable? (On time, attendence, good use of time, etc.)

What problems did you have with the student employee?

How did you get along with the student employee?

Did you see any changes in the student? Explain.

In what way was the program beneficial to you?

Do you feel it should be continued?

What changes would you recommend for next year?

# EVALUATION OF WORK EXPERIENCE BY EMPLOYER

Student's Name________________________________________

Date of work experience________________________________

Place of employment____________________________________

Address________________________________________________

_______________________________________________________

Please rate student on the following characteristics.

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| 1. Punctuality | | | | |
| 2. Interest in job | | | | |
| 3. Initiative - able to contribute new ideas | | | | |
| 4. Following directions | | | | |
| 5. General attitude | | | | |
| 6. Getting along with co-workers | | | | |
| 7. Ability to understand and communicate with children | | | | |

Supervisor making evaluation___________________________

# AGENCY'S EVALUATION OF STUDENTS

1. Were the students attentive?______________ On time?______________

2. Was the group too large?______________

3. Did the students' visitation interrupt your schedule too much?

   _________________

4. Were the questions meaningful?________________

5. What are your thoughts on the student visitation (volunteer) program?__________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

6. Do you have any suggestions for improvement?______________________

   ________________________________________________________________

DATE OF EVALUATION____________________ AGENCY_________________________

YOUR NAME____________________________________________________________

## COMMUNITY EVALUATION OF JOB OBSERVATION

__________ HIGH SCHOOL

Name ____________________________________ Job Title ________________

Company or Firm You Represent ________________________________________

The following opinionnaire is an attempt by the _____________ School system to evaluate the job observation project.

Your cooperation is highly appreciated.

1. The observation was beneficial to the students involved.

   Yes _________ No _________ Uncertain _________

2. The student seemed sincerely interested in finding out about the work you do.

   Yes _________ No _________ Uncertain _________

3. Is there anything which would have made the observation more beneficial?

4. What do you feel was the most beneficial part of the project?

5. What do you feel was the least beneficial part of the project?

6. Do you feel ______ should continue programs of this kind in the future?

   Yes _________ No _________ Uncertain _________

7. Do you have any suggestions for future projects which might help students become more aware of career opportunities?

8. Would you or your firm be willing to allow a student to spend some time with you in the future?

   Yes _________ No _________ Uncertain _________

9. Please check below if you or your firm would be interested in hiring a student for part-time or full-time work.

   Part-time _________ Full-time _________ Summer _________

10. Please feel free to make any comments you wish on the back of this sheet concerning the job observation experience.